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ABSTRACT

The career education curriculum guide for grades K-6 contains activities that can be integrated with the existing curriculum. For each activity, career education objectives are cited together with goals, materials, procedures, results, and evaluation. Career education activities appropriate for each grade level are grouped together in the guide's seven sections: kindergarten and grades 1-6. Appendixes contain special education activities, a unit on the supermarket, an intermediate language curriculum for grades 4-6, affective career education activities, and a career awareness guide for the kindergarten level. (Author/NH)

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CAREER EDUCATION CURRICULUM GUIDE GRADES K-6

MAR 26 1975

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Provisional Curriculum Guide

Project No. V361170

Grant No. OEG-0-73-5301

Penetrating School Strata Through Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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January, 1975

COMPLIMENTS OF
ROBERT J. EDMONDSON
CAREER EDUCATION

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FOREWARD

Our classroom teachers in Bristol have met the implementation of the Career Education Program with enthusiastic response. This curriculum guide is the result of the combined efforts of so many in such a short time. I hope that the activities contained within this guide will encourage a great many more teachers to rise to the call of such an important concept in education today.

It will be through the efforts and cooperation of all involved that we will be able to provide our students with the necessary information they will need to meet the challenges of the world of work.

To the many teachers and Career Education staff who have given of their time, I express my appreciation for a job well done.

Dr. William F. Rowe

Dr. William F. Rowe
Superintendent of Schools

INTRODUCTION

All education is career education - or it should be! The activities contained within this guide are representative of the preceding sentence. We are not adding another subject to the existing curriculum, rather incorporating a theme to the subjects already present. You as a classroom teacher might say that you have been doing a lot of what is contained in this guide already. What we would like to have you take a look at are the activities that you haven't been using. As you become more familiar with the concept of career education, you'll find numerous ways to incorporate career education into your daily lessons.

Unlike many other programs that have the compiling of a curriculum guide as one of their first objectives, the Bristol Career Education Program did not produce the guide first, but rather we collected the activities that have been developed over the past year by the classroom teachers in Bristol. The activities that are contained in this guide have been used at least once and in several instances, they have been used a number of times.

Our purpose in publishing this provisional curriculum guide is two-fold. First, we would like to place the activities that have been developed into the hands of as many other teachers as possible. Unless we share our ideas and thoughts, we do not benefit the greatest number of students. Secondly, we hope that the material contained within this publication can be improved upon, added to, and the source of inspiration for new and better career education classroom activities.

Whatever career education activity you may want to personally become involved with, the Career Education staff and material resources are available to help make the experience a meaningful one for your students. We fully recognize that it is <u>you</u> - the classroom teacher - who influences the greatest number of students.

We, the members of the Bristol Career Education Department, would like to thank all the administrators, teachers, and students who have helped make the publication of this curriculum guide a reality. We would like to thank our secretarial staff for the time and effort that they have themselves put into the production of this guide. Mrs. Carol Jackowitz receives credit for the art work on the cover of our guide. And I would personally like to thank the members of the Career Education staff for a job well done over and beyond the call of duty. Their dedication and commitment to the concept of career education has been the inspiration to all those involved in this undertaking.

We have purposefully constructed the career education curriculum guide so that additional pages may be added. We hope that during the course of the next year we may be able to periodically add supplements which will help the students of Bristol grow in an awareness of themselves and an awareness of the world of work.

Robert J. Edmondson

Robert J. Edmondson, Director
Career Education
January, 1975

RJE/dlr

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What is a Career Education Activity?

A Career Education Activity consists of the following six parts and can fit into any subject.

Goal - What it is you want to do in Career Education?

Career Education Objectives - The specific tasks involved in achieving the goal.

Materials - What you need to fulfill the objectives.

Procedure - How you intend to accomplish your objectives.

Results - How the students' behavior has changed as a result of your activity.

Evaluation - Any device that allows for an expression, by the students, which will show that their behavior has changed.

CAREER EDUCATION OBJECTIVES
K - 6

1. To make the students aware of their feelings.
2. To expose the students to other people's feelings.
3. To expose students to as many careers as possible.
4. To relate as many careers to the existing curriculum.
5. To lead the students through a beginning decision making process.
6. To expose the surrounding community to Career Education and get community involvement.
7. To relate the students choice of careers with their self-concept
8. To get follow through on Career involvement on all levels of Ed.
9. For students to relate to teachers as people and teachers relate to students as people.
10. For all school personnell to function for the students Penetrating School Strata.

KINDERGARTEN

Introduced by Mary Johns
Kindergarten

GOALS: 1) The children will develop a positive self image through a series of positive experiences in cooking and nutrition.
2) The children will be exposed to various careers in the health and nutrition field.

CAREER EDUCATION OBJECTIVES:
A series of cooking experiences will provide the children with an opportunity to grow and develop physically, socially, and emotionally. They will have experience in pre-reading, math, science, health and language skills.

MATERIALS: Hot plate, electric frying pan, utensils, bowls, a variety of foods which won't require a budget, use apartment size electric stove if possible.

PROCEDURE: The unit will involve a series of cooking experiences with pre and past activities planned. eg. making vegetable soup, buying ingredients at store (explore careers at a store) visit a farm where vegetables grow and talk with the farmer.

RESULTS: Experiences which are planned will cover all areas to which kindergarten children are exposed.

EVALUATION: A complete unit was written for Career Education in conjunction with this project.

Intoduced by Mrs. Anita Casey
Kindergarten

GOAL: Acquaint kindergarten children with the zoo and problems involved in its care and up keep.

CAREER EDUCATION OBJECTIVES:

1) View animals.
2) Observe workers at the zoo.
3) Discuss jobs involved.

MATERIALS: Books, "I Want To Be A Zoo Keeper" cassett
"A Visit To The Childrens Zoo"

PROCEDURE: Discuss what a zoo is and what we will see. Discuss what to look for. Discuss jobs observed.

RESULTS: Better awarness of what a zoo is and what jobs are involved in running a zoo.

EVALUATION: A very worthwhile experience for kindergarten children.

Intorduces by Mary Johns
Kindergarten

GOAL: Our goal is to broaden the sphere of knowledge the children will have and to expose them to two resources in the community.

CAREER EDUCATION OBJECTIVES:
To familiarize children with farm animals and the airport.

MATERIALS: Transportation to farm.

PROCEDURE: Discussion with art to follow up reinforcement of farm animals as well as airport.

RESULTS: As well as seeing Hogan's farm, we visited the Johnny Cake farm and airport. Excellent results-enjoyable for both.

EVALUATION: Both farms were worth seeing as well as airport. At Hogan's we were given more of a tour thru the cider mill, etc.
Johnny Cake Ranch - less structured.
Johnny Cake Airport - very good tour - allowed children to climb in plane, watch take-off and landing.

Introduced by Mrs. Johns
Kindergarten

GOAL: To provide the child positive self image.

CAREER EDUCATION OBJECTIVES:
To have the mirror available to use in various self awareness activities.
Such as: 1) Seeing, expressing, and understanding emotions.
2) Seeing self as others see you.
3) To see comparisons, details, similarities, differences, etc.

MATERIALS: Two full length mirrors from Bradlees, about $5 each.

PROCEDURE: Mirrors will be mounted on closet doors.

RESULTS: Children will profit from the many impressions using the mirror and understand more about "self".

Introduced by Frank Dolce
Kindergarten

I Activity

OBJECTIVE: 1) To inform parents of the importance of Career Education and relate it to their children.

PROCEDURE: 1) Parents will participate in Career day programs as career models or resource persons.

PREPARATION: 1) Send invitation to parents of the children in the class.
2) Prepare name tags for all parents.
3) List resource people and props that models can bring in.

II Activity

OBJECTIVE: 1) Identify good work habits and how they relate to work in school.

PROCEDURE: 1) Students are able to identify work tasks and jobs that you perform in school.

PREPARATION: 1) Set up a display of books that tell about animals at work.
2) Role play a situation involving studying and work habits in the Kindergarten level.
3) Have a discussion on work habits and rules of the classrooms.

III Activity

OBJECTIVE: 1) To identify community helpers in the schools and in the immediate neighborhood.

PROCEDURE: 1) Students will be able to tell of the school and community workers helping them.

PREPARATION: 1) Take pictures with a camara of school and community workers.
2) Invite school and community workers into the classroom with their props to discuss their work with the students.

EVALUATION OF THE THREE OBJECTIVES:

1) Have the students draw pictures of the jobs that they were exposed to.
2) Have the students tell about the jobs they were exposed to.
3) Have the students tell the job they like best and least and tell why.

GRADE
I

Introduced by Mrs. Georgia Kvedar
Mrs. Gareth Ficimus

Grade I

GOAL: To expose the students to the various careers in the circus and in the hospitality and recreation clusters.

CAREER EDUCATION OBJECTIVES:

1) To have the students see first hand the careers in the circus.
2) To have the students interview various people working in the circus.

MATERIALS: 1) Transportation to the Shrine Circus.
2) Books and literature on the circus.

PROCEDURE: 1) Introduce the concept of a circus and the various techniques of entertaining people.
2) Show film and filmstrips on the circus.
3) Field trip to the circus and have students get the total atmosphere of the circus.

RESULTS: 1) As a follow up to the unit, the students will decide what person they want to invite.
2) Have students develop their routines and material incorporating all curriculum - art, music, language arts, physical ed.
3) Put on their own circus - sell programs that students printed up themselves in art and language arts.

Introduced by Miss Smat
Miss Grindal
Miss Kuczenski

Grade I

GOAL: To make the students aware of jobs pertaining to care of animals.

CAREER EDUCATION OBJECTIVES:

1) To expose the children to various jobs involving animal care.
2) To expose the children to how animals interact with each other - like people interact.

MATERIALS: Bus to Sherwood Forest.

PROCEDURE:

1) Pre-discussion on possible jobs at a zoo or forest.
2) Field trip to Sherwood Forest.
3) Post follow-up discussion on field trip.

EVALUATION: The children will discuss and write a creative story about the jobs they were exposed to.

Introduced by Mr. F. Dolce
Grade I

I Activity

OBJECTIVE: 1) To involve parents of the students in Career Education.

PROCEDURE: 1) Parents will participate in a Career introduction or Career discussion activity.

PREPARATION: 1) Parent will come and demonstrate their job with props and/or children will go out to parent's place of work to visit the parents in work enviomment.

II Activity

OBJECTIVE: 1) To develop an awareness of occupational interests.

PROCEDURES: 1) Have children work with interested continuum game.
2) Have children work with tools for woodworking and/or mechanics.

PREPARATION: 1) Have teachers run through interesting career games, making the children aware of jobs working with people and things.
2) Have simple tools for classes to work with to get the feel of working with tools.
3) Have the classes work on making collages of different work clusters and also making bulletin boards of different types of jobs with pictures of people at work.

III Activity

OBJECTIVE: 1) For the students to understand the variety of workers needed to fulfill the services in the community.

PROCEDURE: 1) Each child will describe a service that a community worker provides.

PREPARATION: 1) Have each student make a folder of pictures cut out of books, magazines, and newspapers relating to a specific community helper.
2) Invite a community worker who works with his hands or tools into the classroom to give a demonstration.
3) Have the students make a folder of people and jobs that people do.

EVALUATION OF THE THREE OBJECTIVES

Have the children role play a specific community helper and also be able to recognize and tell the use of tools or the tools needed in his or her job.

Introduced by Frank Dolce
Grade I

GOAL: To make children aware of the different "community helpers".

CAREER EDUCATION OBJECTIVES:
To make children see what is involved in the work of a telephone repairman and how he is needed in a community.

MATERIALS: Telephone, a board illustrating how wires are connected from a pole to a house and all the tools used by a repairman in climbing a pole.

PROCEDURE: Mr. Greene demonstrated the use of the telephone as well as bringing them outside to his truck and showing them how he climbs poles.

RESULTS: The children made posters on what they had learned from this activity. It proved that it was worthwhile since they remembered the important points through illustrations.

EVALUATION: From the work of the children, I was surprised to find out how much the children had learned. The underlying theme was that they should not touch wires.

Introduced by Mrs. Litke
Grade I

GOAL: To expose first grade children to jobs in a bakery.

CAREER EDUCATION OBJECTIVES:

1. To make children aware of baking sequence.
2. To make child aware of how each person performed his job.
3. To make child aware of this as a cooperative effort to get job done.
4. To make aware of methods of selling.
5. To make aware of sanitation (clothes, regulations, state inspection)

MATERIALS: Library books, pictures and conversation, simple baking project, class store for selling baked goods.

PROCEDURE: Discuss materials in class. Prepare children. (Bus trips, insurance, and two more parents.) Take trip to bakery.

RESULTS: Children have an increased awareness of jobs in a bakery as a means of making a living and supporting a family.

EVALUATION: Objectives achieved were a worthwhile result of time and effort put into preparation.

GRADE
II

Introduced by Mrs. Petit
Mrs. Whitcomb

Grade II

GOAL: To promote a better understanding of the supermarket and its purposes.

CAREER EDUCATION OBJECTIVES:
To provide an opportunity for the children to actually see the arrangement of goods, kinds of storage areas, responsibilities of clerks ect. in the actual workings of a supermarket.

PROCEDURE: We have studied the supermarket in our community studies in social studies. We have actually constructed a supermarket in our classroom.

RESULTS: I feel that the children have a better understanding of the store and how it fits together.

Introduced by Mrs. Newpeck
Mrs. Bombanti

Grade II

GOAL: To better acquaint the children with a doctor's role in our society.

CAREER EDUCATION OBJECTIVES:

1) To better acquaint the doctor role on a personal level, (the doctor as a friend).
2) To calm possible apprehensiveness on the part of the children regarding doctor visitation.
3) To examine a doctor's profession on a broader scope, as opposed to just the viewpoint the child sees in a brief office call.
4) To provide helpful information to the children on general health points.
5) To elaborate on various specialties within the medical profession.

MATERIALS: We hope the speaker would exhibit some tools of his profession.

PROCEDURE: To explain his or her profession on a level that would be understandable to young children. To also provide the children with an auditory, visual and tactile approach to understanding a doctor's profession.

Introduced by Mrs. Newpeck
Mrs. Bombanti

Grade II

GOAL: To better acquaint the children with a nurse's role in our society.

CAREER EDUCATION OBJECTIVES:

1) To better acquaint the children to the role of a nurse on a personal level.
2) To explain differences in the responsibility of a nurse's role as opposed to the role of a doctor.
3) To broaden the children's knowledge of the importance of a nurse's role in connection with hospital or home nursing duties.
4) To give practical, general health information to the children.

MATERIALS: Materials to accompany a first aid program would be most helpful.

PROCEDURE: We would hope the children could obtain practical information on medical procedure, ex. a demonstration on bandaging would be welcomed. We'd like to see the children participate in a first aid class and learn the basic rules of safety at home and on the playground through a meaningful experience.

Introduced by Mrs. Newpeck
Mrs. Bombanti

Grade II

GOAL: To better acquaint the children with the role of a pharmacist in our society.

CAREER EDUCATION OBJECTIVES:

1) To better acquaint the children with the professional duties of a pharmacist.
2) To explain differences between prescription drugs vs. over-the-counter medication.
3) To give practical information on proper drug use.

MATERIALS: We hope the speaker would exhibit some tools of his laboratory, ex. measuring instruments and frequently used chemical ingredients.

PROCEDURE: A demonstration on prescribed drugs as opposed to nonprescription drugs which are easily obtained would be helpful.

Introduced by Mrs. Newpack
Mrs. Bombanti

Grade II

GOAL: To better acquaint the role of an insurance agent in our society.

CAREER EDUCATION OBJECTIVE:

1) To better acquaint the children to the role insurance plays in covering hospital costs.
2) To explain in brief what types of coverage are available and the benefits of each type.
3) To provide a means of comparison relating monthly cost vs. obtained coverage.

MATERIALS: We hope the agent could exhibit to the children actual insurance forms and perhaps compose a simplified form the children could actually use.

PROCEDURE: We hope the speaker would explain his profession on a level that would be understandable to young children with as much visual material as possible.

Introduced by Mrs. Newpeck
Mrs. Bombanti

Grade II

GOAL: To present a new experience to the children on the wide range of activities within a hospital.

CAREER EDUCATION OBJECTIVE:

1) To become familiar with the mechanics of a hospital, its staff and their function in hospital life.
2) To become acquainted with the life-saving tools of the medical profession in a positive context.
3) To become especially familiar with the children's ward in case future visits for tonsillectomies or other health reasons.

MATERIALS: Not only would we hope to provide the children with a visual and auditory experience, but we also hope, at least in some areas, to encompass the tactile approach.

PROCEDURE: We would hope to visit as many of the following areas as possible. with explanation of the importance of these rooms: emergency ward, maternity ward, pediatrics, nursery, operating rooms, kitchen, laundry room, switchboard, general offices.

Introduced by Mrs. Newpeck
Mrs. Bombanti
Grade II

GOAL: To better acquaint the children with the role of an editor in regard to society.

CAREER EDUCATION OBJECTIVES:

1) To explain the role of an editor, his specific responsibilities.
2) To explain the process and difficulties of bringing a paper "to print".
3) To explain the various roles of workers in a newspaper office and how they relate to one another.

MATERIALS: We hope the speaker could exhibit various small tools and other materials used in publication of a newspaper.

PROCEDURE: To explain an editor's profession on a level that would be understandable to young children. We hope to also provide the children with an auditory, visual, and tactile approach to understanding an editor's profession.

Introduced by Mrs. Newpeck
Mrs. Bombanti

Grade II

GOAL: To explain the role of a reporter and a photographer involving newspaper stories and to better acquaint the children to the importance these professions play in our society.

CAREER EDUCATION OBJECTIVES:

1) To explain the role of the reporter and the photographer in regard to selection of particular stories or photographs .
2) To explain the importance rivalry, as well as cooperation, play in obtaining newspaper stories and photos. Possibly paralleling this to life situations children may experience.

MATERIALS: We hope the speakers would exhibit specific instruments used by their respective professions.

PROCEDURE: To explain a photographer's and reporter's profession on a level that would be understandable to young children. We would hope to provide the children understanding of these two professions in an auditory, visual, and tactile approach to learning.

Introduced by Mrs. Newpeck
Mrs. Bombanti

Grade II

GOAL: To present a new experience to the children on the wide range of activities regarding publication of a newspaper in association with community life.

CAREER EDUCATION OBJECTIVE:

1) To allow the children the opportunity to develop a sense of the importance of the newspaper as a community agent.
2) To develop an awareness of the importance of fairness and impartiality in reporting as well as paralleled to other life situations.
3) To develop an awareness of the importance world, national, and local communication play in all our lives.

MATERIALS: We would be appreciative if the children could see an much of the materials needed to publish a newspaper as possible in regard to their grade level.

PROCEDURE: We would hope to visit as many of the following areas as possible with explanation of the importance of these rooms: offices, press room, photography development location, and any other areas of high interest to the children.

Introduced by Mrs. Filinski
Grade II

GOAL: To acquaint the student with the various services provided by a bank and with the jobs associated with these services.

CAREER EDUCATION OBJECTIVES:

1) The student realizes that people must work in order to earn money to pay for their needs and wants.
2) The student sees the value of saving money for future needs and wants.

MATERIALS: Social Studies text - Greenfield and Far Away p. 31.
Everyday Economics - Level 2.

PROCEDURE: The class went to the Bristol Savings Bank. They were shown various machines and introduced to the workers who operated the machines.

RESULTS: Some of the children would like to learn how to operate the machines when they grow up. Many of the children are starting to save their money. Some are looking into ways to earn money this summer.

Introduced by Mrs. MacMullen
Grade II

GOAL: To stimulate interest in adult careers.

CAREER EDUCATION OBJECTIVES:
To open child's mind to what goes in on a bank tellers jobs, machines which play important part and operators needed to oporate them, telephone switchboard, etc.

MATERIALS: The tour of bank conducted by an official.

PROCEDURE: Bus trip to bank, tour behind scenes. Tour leader gave each child opportunity to do something such as turn handle to coin counter machine, turn handles on heavy door to safe, etc. Children had a new world opened to them; saw some persons working in bank they knew.

EVAIUATION: Excellent.

Introduced by Miss. Taillon
Mrs. Muesel
Miss. Baker

Grade II

GOAL: To point out the various workers in our town. Men at Police Station and Water Filtration Plant will talk about their work.

CAREER EDUCATION OBJECTIVES:
To have children find as many workers they can as we take a bus trip around Bristol.

MATERIALS: "Greenfield Far Away" 2nd Grade Social Studies Book.
What Will I Be From A To Z by Donald L. Gelb.

PROCEDURE: Prepare children for trip by talking about the workers they studied about in "Greenfield Far Away". Take bus trip to Water Filtration Plant and have man explain his work. Go past New Departure, Old Marsh, over Chippins Hill, down Perkins Street past Barnes' and Roberts' Farms and continue to Police Station. Men at Police Station will explain their work. Then we go to MacDonald's for lunch and we will point out workers here. Next we will go to Lake Compounce and explain we have workers here who help us have fun. On our way to Lake Compounce we will stop at City Dump to see what these workers do. Then we will go back to O'Connell. Trip takes all day.

RESULTS: Excellent way to show children the various workers in our city.

EVALUATION: Children learned about many workers. They not only learned about the workers at the places we stopped, but they saw many workers on the way. They saw construction workers, farmers, telephone men, men working for city mowing grass, mailmen, firemen and many others. Children became aware of different careers.

Introduced by Mrs. Petit
Mrs. Whitcomb

Grade II

GOAL: Expose children to U. of Conn., barns, and dairy. Familiarize them with farm animals and workers and with the processing of milk and ice cream.

CAREER EDUCATION OBJECTIVES:

1. Have children learn where we get milk.
2. Have them learn what happens to milk from the time it comes from the cow till they get it.
3. Have them see different farm animals and their babies and how mothers care for their babies.
4. Learn about different workers involved on farm and in dairy and what each must do.

PROCEDURE: Leave Hubbell School Wednesday, June 5, by bus at 8:30 a.m. Arrive at U. of Conn. at 10:00 a.m. Tour dairy and then farm sections. Leave U. of Conn. at 1:30 arrive at Hubbell 3:00 p.m.

RESULTS: Children came back with better understanding of animal life on farm. Children were very interested in mother animals nursing babies. Children had better understanding of processing of milk and ice cream.

EVALUATION: Worthwhile trip but would have liked to have more guidance through dairy.

Introduced by Frank Dolce
Grade II

I Activity

OBJECTIVE: To show the interdependence of workers in our local community.

PROCEDURE: Each child should be able to tell examples of how several workers depend on one another to do their jobs.

PREPARATION: Planning a field trip to a neighborhood store so the children can see interdependence of workers in a food store. (Example - a person printing prices on food, the clerk who puts them out on the shelves, and the cashier who rings out the sale, and the grocery boy who brings out the groceries.)

II Activity

OBJECTIVE: To identify the vocational day dreams of each child.

PROCEDURE: Each child should be able to write a story describing his vocational day dream. (Example - I wish I were _____.)

PREPARATION: Take an individual story and get a resource person to fit the day dream and have him come into the classroom and explain his job bringing in props.

III Activity

OBJECTIVE: To identify job interdependence in the home community, school community, and outside community. (surrounding area)

PROCEDURE:
1. Each child is able to explain why we are dependent on others for goods and services.
2. For each child to recognize that each surrounding community may need the goods or services of another local community.

PREPARATION:
1. To have an assembly line of students to show what a mock business assembly line would be using, stapling several pages of a booklet together. Another example is taking apart a flashlight and having each student put together a part of the flashlight in assembly line form.
2. To show a map of the state and community separation and ask the students to tell where their parents work, whether within the local or outside community. To show the interdependence of other communities upon each other.

EVALUATION OF THE THREE OBJECTIVES:
Have the students list jobs that are interdependent on each other in the school, in the community and in the home. Have the students write a short story on how they are dependent on people for most of their needs.

GRADE
III

Introduced by Mrs. Dolores Lanosa
Grade III

GOAL: To expose the students to the various careers in Environmental Protection Cluster.

CAREER EDUCATION OBJECTIVES:
To see the relevance to the material in Science units on erosion, conservation, and ecology in the careers that are involved.

MATERIALS:
1. Speaker from C.L.&P. on conservation of energy.
2. Speaker from Bristol Conservation Commission-Ecology.
3. Speaker from Elco Beverage - recycle.
4. Speaker from Water Department and Filtration plants - erosion and pollution.

PROCEDURE:
1. Introduce each concept of the four above speakers.
2. Have students research topics to have knowledge.
3. Interview the speaker and coordinate Science unit with speaker.
4. Culminating the units with an Ecology fair or project to involve the class, example - clean up campaign.

Introduced by Mrs. Greenaway
Grade III

GOAL: To expose the students to the various cultural and ethnic backgrounds exhibited at the Mayor's Conferences.

CAREER EDUCATION OBJECTIVES:

1. To have the students examine all exhibits of the countries represented.
2. To have the students interview various political persons about their career and how it differs in each country.

PROCEDURE:

1. Introduce the units in social studies on France, Mexico, and India.
2. Discuss industries, customs, and traditions.
3. Field trip to Mayor Conference.
4. Follow up Folk Festival. Students dress, dance, and serve foods of three countries.

Introduced by Mrs. Larson
Grade III

CAREER EDUCARION OBJECTIVES:
To expose the children to a rural environment and possibilities for alternate, non-industrial, occupations.

MATERIALS: Bus, wagon for hayride, purchase apples, pay insurance.

PROCEDURE: Children have been exposed to different rural occupations through movies and books.

RESULTS: Attitudinal change - children will have a more positive attitude towards rural occupations.

Introduced by Mrs. Hugret
Miss. Colby

Grade III

GOAL: To make the students aware of jobs pertaining to care of animals.

CAREER EDUCATION OBJECTIVES:

1. To expose the children to various jobs involving animal care.
2. To expose the children to how animals interact with each other - like people interact.

MATERIALS: Bus to Sherwood Forest.

PROCEDURE:

1. Pre-discussion on possible jobs at a zoo or forest.
2. Field trip to Sherwood Forest.
3. Post follow up discussion on field trip.

RESULTS: The children will discuss and write a paragraph about the jobs they were exposed to.

Introduced by Mrs. Hugret
Miss. Colby

Grade III

GOAL: To make the students aware of jobs pertaining to the study of the stars and moon.

CAREER EDUCATION OBJECTIVES:
To expose the children to jobs involving outer space.

MATERIALS: Bus to Children's Museum - Planetarium.

PROCEDURE: 1. Pre-discussion on possible jobs pertaining to stars and moon.
2. Field trip to Planetarium.
3. Post follow up discussion on field trip.

EVALUATION: Children will discuss and write a paragraph about the jobs they were exposed to.

Introduced by Mrs. Lowrey
Grade III

GOAL: To provide an activity center - a model of a pioneer log cabin, made by students, and to take photographs of the children using their activity center.

CAREER EDUCATION OBJECTIVES:

1. To provide an opportunity for individuals to work on that part of the cabin they feel they are most interested in and/or capable of doing the best job at. Example - architects or planning, constructing, painting, drawing, furnishing, ect.
2. To provide an opportunity where children feel cooperation is essential to get a job done.
3. To provide an opportunity for children to better understand the importance and value of work.
4. To promote a sense of accomplishment and worth in a finished co-op project.

MATERIALS: Cardboard, cotton cloth, paints, felt pens, brown paper, construction paper, kitchen utensils, wooden bowls and buckets and any similar object taken from home that depict pioneer living.

PROCEDURE:

1. Discuss project, its importance, relevance to Social Studies being studied, its many uses in the classroom.
2. Divide the class into interest groups to begin their own plans.
3. Work with groups, gathering materials and any sources needed to document ideas.
4. Work periods to complete log cabin and begin making use of it.

RESULTS: A dynamic activity center was created by the children who have used it continually as a reading center, quiet place, the stage from which a play was performed for other grades, the spot they used to learn such poineer tasks as embroidery and butter making. In short, it is an area which they were very proud of.

EVALUATION: "A picture is worth a thousand words."

Introduced by Frank Dolce
Grade III

I Activity

OBJECTIVE: Develop awareness of many occupations in our society.

PROCEDURE: Each child will write a paragraph about a job he would like to do and investigate what background he would need to get this job.

PREPARATION: Arrange a tour of a local factory so that the student can see the various jobs in a factory. Also arrange a tour of a local business establishment to get the student aware of jobs in business. Invite a worker from a particular group or groups to speak to the class about their jobs and what background they need for their job and what they like and dislike about their job.

II Activity

OBJECTIVE: For the students to identify positive and negative attitudes they expect to have to be successful in school and relate it to success in a particular job.

PROCEDURE: Each child will list serveral factors or attributes that can make him a successful student in school.

PREPARATION: Arrange a display of people's jobs and products that they create from their jobs and the positive feelings about their jobs and the negative aspects of their job.

III Activity

OBJECTIVE: To help each student identify or relate to a successful worker.

PROCEDURE: Each child will write a story about his model of what he would like to be or do when he is old enough to work.

PREPARATION: Have the students list the jobs that most interests them and have each student interview a person they know in that specific job. Have the students develop an employment agency within their class to develop job situations within the school and theoretically in the community. Have the class invite a model speaker into the class to discuss their jobs. Have the class compile a newspaper or listing of jobs, speakers, and interviews they have had with their model job person and have them write their performances.

EVALUATION OF THE THREE OBJECTIVES:
Have the students participate in a career cluster presentation describing the job they would most like to do giving background of preparation needed for the job, skills needed and what the job involves. Each child will demonstrate. Have a career day in the classroom.

GRADE
IV

Introduced by Frank Dolce
Grade IV

CAREER EDUCATION OBJECTIVE: To have the class be able to have the ability to make an intelligent career decision using all information available to them by way of field trips, speakers, and audio visual materials.

PROCEDURE: Each student will list several steps involved in making a career decision.

PREPARATION: Have a librarian display several career books for the stidents to read. Have each student write an interview with parent or parents about their jobs and what they like and dislike about them and how they close their business.

EVALUATION: Have each student write if he were to go to work tomorrow what job would he pick?

List the reasons why he would pick that job. What is the second choice, third choice and why.

Have each student develop a short job description of the job choice that he made, describing the benefits and positive side of the job along with its negative aspects.

Introduced by Frank Dolce
Grade IV

CAREER EDUCATION OBJECTIVE: To have the students learn about job opportunities in the community and the state.

PROCEDURE: Each student will list five career clusters and relate them to job opportunities in the community.

PREPARATION: Have class vote on the two most popular field trips to various business industries and of the work they would most like to see in person.

During the field trip the class will interview workers asking them questions about their job and what made them pick the job and what do they like and dislike about it.

EVALUATION: Have each student write if he were to go to work tomorrow what job would he pick?

List the reasons why he would pick that job. What is the second choice, third choice and why.

Have each student develop a short job description of the job, chice he made, describing the benefits and positive side of the job along with its negative aspects.

Introduced by Frank Dolce
Grade IV

CAREER EDUCATION OBJECTIVE: To have the students observe jobs in their enviorment and to study skills they require and the working conditions involved.

PROCEDURE: Each student will write a short story how career explorations must be related to the ability and job requirements.

Each student will be able to explain differences in a school work day in industry or business.

PREPARATION: Class will take a trip to industry to see different jobs and skills involved.

Students will have speakers come in and talk about their job and use props and tools used in the various jobs.

EVALUATION: Have each student write if he were to go to work tomorrow what job would he pick?

List the reasons why he would pick that job. What is the second choice, third choice, and why.

Have each student develop a short job description of the job choices that he made describing the benefits and positive side of the jon along with its negative aspects.

Introduced by Mrs. Chapman
Grade IV

GOAL: To acquaint the students with the vastness of the universe in the most tangible way possible. To help them realize the many career opportunities in this scientific field.

CAREER EDUCATION OBJECTIVES:
To bring the class to a planitarium show.

MATERIALS: Our fourth grade science book - chapter Stars and the Night is used as a kick off in our studies. The material needed from Career Education - a bus.

PROCEDURE: Visit the Gengras Planetarium and talk with the personnel. See the show Star Stories.

Introduced by Mrs. Chapman
Grade IV

GOAL: To bring in people in the scientific field who deal in the study of space and the universe sometime starting the week of December 9th.

CAREER EDUCATION OBJECTIVES:
To acquaint the children with the careers open to them in these fields.

MATERIALS: Speaker - engineer, scientist. Someone who helps in the exploration of the universe in some way.

PROCEDURE: Children will have been prepared by their study of the book unit and visit to the planetarium. Speaker will present some material and answer questions.

Introduced by Mrs. Tracy
Grade IV

GOAL: To increase the child's awareness of the different methods of transportation especially pertaining to the state of Conn. which we are now studying.

CAREER EDUCATION OBJECTIVES:
Investigate land and water transportation first hand.

MATERIALS: Bus, boat, train.

PROCEDURE: Bus trip to Essex, boat to Gillette Castle, board train and return on boat to Essex.

RESULTS: Broader knowledge of the different modes of transportation.

EVALUATION: Effective, enjoyable.

Introduced by Mrs. Lee
Grade IV

GOAL: To have children construct four movable partitions (4' x 4') to be slid against a wall forming various sized listening - learning centers for new Title I reading proposal, Grade 4, Parlette - Lee (Reading proposal is based on self awareness activities)

CAREER EDUCATION OBJECTIVES:

1. To teach children basic skills in the job area of painting, disign, and carpentry.
2. To guide children in methods of cooperative work, (human relations), toward the completion of a goal.
3. To teach responsibility in performing a specific task designed toward completing a goal.
4. In still pride in and a desire to care for the finished product.

MATERIALS: Two pieces 1/2" x 4' x 8' ply wood.
Ten pieces 2' x 3" x 8' studs.
Necessary wood blocks to be used as the stand - two for each partition.

PROCEDURE: Select one of the three:
Mr. Nolan - to build through the summer career ed. program, high school students - pre-assemble.

CALUATION: Individuals or groups will be free from classroom destractions there by creating a sound learning environment.

RESULTS: Individual or group learning with individualized materials will take place inside the corrals.

GRADE V

Introduced by Mrs. Zembko
Grade V

GOAL: Guided trip down the Connecticut River. The children will gain a visual understanding of life on the river. Various occupations that coordinate with river life will be explained.

CAREER EDUCATION OBJECTIVES: View historical sites along the river. Understand how the river is and once was a vital economic link for the state. View the different type of life that exists along a river.

PROCEDURE: There will be a pre and post discussion to prepare the children for their experience. The trip itself includes a guided tour by the Captain of the ship.

RESULTS: A very rewarding trip in that the weather was beautiful and many historical sites could be seen very easily. Occupations of all sorts were observed from oil tanker works tomen manning show bridges.

EVALUATION: All goals and objectives were met.

Introduced by Mrs. Zembko
Grade V

GOAL: To hear a famous author speak and to learn the procedure for writing a book.

CAREER EDUCATION OBJECTIVES: To meet Edward Ricciuti, author of Dancers on the Beach, Grunion and Killers of the Sea. Children will inspect displays and books to read for future use.

MATERIALS: The authors books to be autographed. Class will have three questions to ask the author on how to write a book.

PROCEDURE: Meet with author and he talks to children. Then children go through book display. It is being held at C.C.S.C.

RESULTS: Write book review; letter to the author and letters to the Courant who set up the Book Festival.

EVALUATION: Field trip was a success...

Introduced by Margaret Howkinson
Grade V

CAREER EDUCATION OBJECTIVES: A) Awareness of careers available in the New England states.
B) Beginning awareness of abilities and their limits when considering a career.

PROCEDURE: A) Preparation for field trip to the Eastern States Exposition.
1) Discussions in individual classrooms.
2) An overview of the Exposition.
a. What to expect of different careers.
b. What to look for and how to look for it.
c. Gather up free literature from each display for future reference.
B) Field trip to the Exposition in West Springfield.
1. All three fifth grades at C.T. O'Connell School transported by bus.
2. Divide into small groups for more coverage of the various areas of the Exposition.
C) Suggested techniques for utilizing the experiences and obtaining free literature..
1. Discuss the sights and sounds at the Exposition.
2. Name the different areas of careers observed.
a. Have the children in individual classes fill blackboard with careers discussed.
b. Point out large variety available.
c. Continue thinking in choice areas of interest.
3. Examination of literature acquired at the Exposition.
a. Discussion of pamphlets and flyers.
b, Make collages with literature.
c. Put up descriptive bulletin board.
4. Educated choice of a particular career.
a. Write a composition including qualifications required at the time.
b. Draw an illustration of this chosen career.
5. Slide Presentation
a. Slides taken at Exposition of students at some displays.
b. Discussions of slides.

EVALUATION: We firmly believe that these objectives were met in this unit involving careers. This plan was only to be an introduction to careers, an opening to its many facets of life today. The children have become aware of the wide range of jobs and what their qualifications are. Through this achievement, the children have learned more about themselves, their ambitions and abilities.

Introduced by Frank Dolce
Grade V

CAREER EDUCATION OBJECTIVE: To examine the complexities and variety of career opportunities in the world of work.

PROCEDURE: Each child is able to identify several career opportunities of interest to himself in relationship to jobs he has studied in his classroom activity. (example- job for a newspaper found in the unit in English involving the newspaper)

PREPARATION: Have the class take a field trip to the newspaper and interview various people at work at the newspaper.

EVALUATION: As a culminating activity the class could write a newspaper and assign a job to each student and show how they have to be able to work with each other and how each job depends on every one elses job. Each student can draw and explain two of the career clusters that they are interested in.

Introduced by Frank Dolce
Grade V

CAREER EDUCATION OBJECTIVE: To point out that all jobs, no matter how exciting or glamerous, require hard work.

PROCEDURE: Each child will name five routine duties of a person in a glamerous career.

PREPARATION: Arrange for a field trip to a local radio or T.V. station to see the behind the scenes jobs of a glamerous career.

EVALUATION: As a cluminating activity the class could write a newspaper and assign a job to each student and show how they have to be able to work with each other and how each job depends on every one elses job. Each student can draw and explain two of the career clusters that they are interested in.

Introduced by Frank Dolce
Grade V

CAREER EDUCATION OBJECTIVE: To identify values of importance to planning a career.

PROCEDURE: Children will be able to list several values essential in planning a career.

PREPARATION: Secure a local directory of city places of business and industry and discuss each section with the class.

Invite a representative of civic clubs to the class.

EVALUATION: As a cluminating activity the class could write a newspaper and assign a job to each student and show how they have to be able to work with each other and how each job depends on everyone elses job. Each student can draw and explain two of the career clusters that they are interested in.

Introduced by Mr. Caputo
Grade V

GOAL: To have students experience first scientific laboratory procedures and to relate them to our science work, ecology, and opportunities in scientific careers.

CAREER EDUCATION OBJECTIVES: 1. First hard work with lab procedures.
2. Exposure to scientific careers and lab. work

MATERIALS: To be distributed at Talcott Mt. Science Center.

PROCEDURE: Bus will pick up students from school at 10:30 and we'll eat lunch 11:30-11:50. Laboratory class will be from 11:50-12:50 and we'll be picked up about 1:00. return to school about 1:30.

Introduced by Miss Richard
Grade V

GOAL: To make the students aware of the many different careers related to the publishing of a newspaper.

CAREER EDUCATION OBJECTIVES: 1. To study the newspaper as a useful form of written communication.
2. To learn basic vocabulary: Headlines, Leads, Datelines, etc..
3. To become aware of the work and people involved in the publishing of a paper.

MATERIALS: Language textbooks.
Various newspapers brought from home.
Complimentary copies of the Bristol Press for two weeks for each member of class.

PROCEDURE: 1. Used newspaper unit in Language text for basic format and special vocabulary.
2. Had a guided tour of the Bristol Press seeing photographers, typists, printers, etc.
3. Dicussed our visit in classroom.
4. Examined copies of the paper for two weeks after the tour.

RESULTS: 1. An awareness and appreciation of the vast amount of information contained in a newspaper.
2. Knowledge of kinds of jobs available in a newspaper business.
3. Knowledge of some of the skills needed to perform these jobs.

EVALUATION: Worthwhile learning experience for children.

Introduced by Mr. Caputo
Grade V

GOAL: To view the many species of animals which the children have studied in the Science text.

CAREER EDUCATION OBJECTIVES: To distinguish between vertebrates, invertebrates etc..
To show the many eareers that are involved at a zoo.

MATERIALS: 1. Science Textbook.
2. Slides
3. Books on specific animals

PROCEDURE: 1. Classification of all living things. - How and why.
2. Detailed study of vertebrates
3. Detailed study of invertebrates.
4. Field trip to view.

RESLUTS: An increased awareness with proficiency in the naming of various animals and their catogories.

EVALUATION: Children were able to distinguish at the zoo with very good proficiency what categories animals belonged in.

Introduced by Mr. Dimeo
Grade V

GOAL: Field trip to G.M. Auto Assembly Plant Framingham, Mass. June 12, 1974

CAREER EDUCATION OBJECTIVES: To expose students to the world of work; learn about various job clusters associated with the manufacture of automobiles (engineering, design, assembly, quality control, etc.)

MATERIALS: Two buses for transportation.

PROCEDURE: Tour of auto assembly lines, orientation to plant operations and occupations- careers involved.

GRADE VI

Introduced by Mrs. Boradkin
Grade VI

GOAL: 1. To expose the students to careers in the Construction Clusters.
2. To have a Puppet Theater for the student Reading Program.

CAREER EDUCATION OBJECTIVES: 1. To have the students get hands on experience with tools, wood, and paint.
2. To develop pride in their work and themselves.

MATERIALS: 1sheet 4x8x$\frac{1}{2}$ plywood
4 hindges
1 pint paint (any color)
1 carpenter

PROCEDURE: 1. Discuss with the students the various careers in the Construction cluster.
2. Have the students work with the carpenter- hands on experience.
3. Have the students make their own puppets- sock and Paper Moche'
4. Have the students put on their own puppet program.

Introduced by Ralph Dolce
Grade VI

GOAL: To expose the students to the careers in photography.

CAREER EDUCATION OBJECTIVES: 1. To relate the science unit on lens, eye to a camera.
2. Develop the concept of an image and negative and positive.
3. Research the idea of a dark room.

MATERIALS: 1. Chemicals, film, paper, camera, - enlarger.
2. Dark room facilities.
3. Transportation.

PROCEDURE: 1. Relate the science of a camera - eye - lens--
2. Have the students research the concept of Photography and the process involved
3. Build dark room in unused space--
4. Culminating activity field trip to Karlart Victor in Plainville to see Professional Dark Room.
5. Speaker: Peter Maron, explained his job at the Bristol Press as a Photographer.

Introduced by Mr. Witlicki
Mr. Sopnecki

Grade VI

CAREER EDUCATION OBJECTIVES: 1. Awareness of transport systems.
2. Efficiency of transport systems.
3. Expense/Economy of transport systems.
4. Job opportunities in transportation
   a. Office work
   b. Drivers, Conductors, Engineers.
   c. Repair work maintenance
   d. Payroll systems
   e. Emergency backup groups

PROCEDURES: 1. General discussion of transportation
2. Research in library about buses, trains, boats, autos, trucks, airplanes.
3. Community speaker about buses, trucks, or railroads.
4. Movies and film strips shown for discussion.
5. Discussion of integration of transport systems for most efficiency.
6. Field trips to transport terminals or where transpotation is used.
7. Bring in schedules of public transportation.

EVALUATION: 1. Efficient transport system.
2. Energy conservation systems.
3. Combining/ Integrating existing systems for best use.
4. Fueling the best systems
5. Future careers in transport
6. Educational goals for transport workers

Introduced by Mr. Krpata
Grade VI

GOAL: To introduce young people to operations of a hospital and its many career and job opportunities.

CAREER EDUCATION OBJECTIVES: To be able to understand ways available to one to make a living. To be able to understand one self a little better.

MATERIALS: Bus

PROCEDURE: Pre-discussion of hospital operations and jobs. Then field trip. Then post discussion. (Was it like we thought it would be?)

RESULTS: Brought about much career and operation discussion. I personally learned many things I hadn't known.

Introduced by Mr. Hart
Grade VI

GOAL: To make the students more aware of the careers that are available in mathematics.

CAREER EDUCATION OBJECTIVES: 1. To show the importance of math to many different occupations.
2. To get the children interested in the role that math plays in many jobs.
3. To make the classroom atmosphere more condusive to mathematics.

MATERIALS: 1 set- Math. Fun and Facts by Loius Grant Brandes
1 set- Arithmetic in Occupations
1 set- Mathematical Machines
These items can be bought from the J. Weston Watch Co.

PROCEDURE: These posters will be put an the bulletin boards in the room. From time to time we can look at these posters and discuss the role that math plays in a particular occupation.

RESULTS: From using these posters, the children should get a better insight on the importance of math and how they relate to many different careers.

Introduced by Mr. Hart
Grade VI

GOAL: To give the students a chance to use the micrometer, a mathematical tool that is greatly used in this area. Not only will they gain mathematical knowledge but they also will gain an insight on the many jobs available in the Bristol area that use this tool.

CAREER EDUCATION OBJECTIVES: 1. To strengthen the childs knowledge of fractions and decimals.
2. To give the child a chance to work with his hands.
3. To discover just how small some objects might be.

MATERIALS: 1. 8 micrometers - one micrometer for every four students
2. small objects such as hair, cloth, paper, etc...

PROCEDURE: 1. Explain the wide uses of micrometers.
2. Explain the parts of a micrometer.
3. Show the class how to use the micrometer.
4. Let the class find out the measure of some objects, preferably very small objects.
5. Another idea would be a contest to see who can come up with the smallest object.

Introduced by Mr. LeBean
Grade VI

GOAL: To acquaint the children with the newspaper, its purpose and its contents, and to make them aware of the various careers associated with a newspaper.

CAREER EDUCATION OBJECTIVES: Describe the procedures in the making of a newspaper. Demonstrate an understanding for the layout of a newspaper. Explain various newspaper careers and terms associated with them.

MATERIALS: 72 newspapers(Hartford Courant) for nine days (Nov. 4-15 excluding Nov. 11)

PROCEDURE: Use the newspapers daily with the classes for two weeks and culminate with a field trip to the Hartford Courant Office.

Introduced by Mrs. DiNoia
Mr. Dolce
Grade VI

GOAL: Expose children to a successful political satirist, author of many books, newapaper columinist, and lecturer.

CAREER EDUCATION OBJECTIVE: 1. To interest children in reading the newspaper.
2. to develop a knowledge of current events
3. To realize the fact that an interest in polotics can be chaneled into the speaking and writing fields

MATERIALS: Art Buckwalds columns in the Bristol Press since October 1973

Field trip to listen to Art Buckwald

PROCEDURE: Initially reading and discussing a few columns- then asking children to bring in only columns that they found interesting. In order to understand the material, the children were told that they would have to follow the national news.

RESULTS: 1. Understanding of the Watergate controversy.
2. Widen interest in national news
3. Awareness of part newspapers and newspaper columnist play in keeping public aware.
4. Awareness of the need for the public to be a watchdog

Introduced by Sister Elizabeth
Grade VI

GOAL: To make the students aware of the work done by a repairman

CAREER EDUCATION OBJECTIVES: The children were able to see the inside of a telephone. An opportunity to ask questions concerning the telephone.

MATERIALS: Telephone, Wires, equipment, used in climbing a pole, and the repair truck.

PROCEDURE: Mr. Greene explained how to use the telephone, he spoke about the telephone wires, he answered some questions and then the pupils went outside and he showed them some of his equipment. He also demonstrated how he climbs a pole.

RESULTS: The children were very much impressed by the idea not to touch any kind of wires. It correlated very good with my science class.

EVALUATION: The students enjoyed the presentation.

Introduced by Frank Dolce
Grade VI

CAREER EDUCATION OBJECTIVES: To identify career opportunities in the professional and service occupations.

PROCEDURE: Each student will write a short story about his career goal and show the differences between the professional and service occupations.

PREPARATION: Invite several professional and service workers to speak to the class. Also arrange field trips to several professional people and service people establishments.

EVALUATION: As a culminating activity, the students will have a career week in which each student will have an opportunity to interview at least one of his favorite professional occupations and service occupations. There will be speakers within the class and field trips to the community to culminate this 6th grade unit.

APPENDIX

SPECIAL EDUCATION

Introduced by Mrs. Berardi
Mrs. Andrews
Special Education

GOAL: To show the children how a supermarket functions including the various departments such as produce. To provide the children with an opportunity to relate what they have learned about food in class to an actual supermarket setting.

CAREER EDUCATION OBJECTIVES: To give them an idea of what kind of things you can purchase in a store.
To see how they would act in a supermarket where many people are shopping.
To buy the materials needed to make a lunch with them on the following day.

MATERIALS: Bus

PROCEDURE: 1) to tour the supermarket with Mr. Gagnon, letting him explain all of the areas in a supermarket including the storage room and where things are shipped in and packaged.
2) to purchase items that we needed in order to make a lunch.

RESULTS: The tour was exactly what we had hoped that it would be. It was a very concise and educational activity for our children, and the entire staff they were so plasant and so happy that we came.

EVALUATION: The field trip was a highly successful one. The children were on their best behavior. They learned many things about a supermarket and enjoyed the whole tour. More of these types of social situations should be made available to these special children for they truly benefit from them.

Introduced by H.L. Dill
Special Education

GOAL: As part of a unit dealing with community helpers, we hoped to allow the children the opportunity of seeing first hand the types of jobs done by television and radio announcers.

CAREER EDUCATION OBJECTIVES: To aquaint the children with the types of jobs that are carried on in a television station. To show the children how and why the television stations are performing services for us.

MATERIALS: Went on bus to Broadcast House.

PROCEDURE: Arranged a one hour tour with Broadcast House.

RESULTS: Class seemed impressed by the number of people who work at the station and the variety of jobs offered.

EVALUATION: The trip was a huge success!

SUPERMARKET

A supermarket is a very large market which has enough merchandise to provide for the needs of many families at one time. Merchandise is grouped in departments or sections. Some departments are self-service. Self-service is when people wait on themselves.

Special types of trucks bring foods to the supermarket Some foods must be cleaned, packaged, weighed, and labeled before they are sold in the supermarket. Foods and other goods are bought in large amounts. Some of the goods are kept in a storeroom. When the shelves run low, more goods are brought from the storeroom and put on the shelves. Some foods have to have a special storage room, such as a cooler or freezer. Each worker in the supermarket has a special job to do. Some of these workers are the manager, office workers, cashiers, butchers, and stock boys.

When people wait on themselves, less money is needed to be paid out for clerks. A supermarket can buy large amounts of goods for less money. Today, because of canning frezing, and storage rooms, fresh foods can be sold without having them spoiled.

Store managers or owners set prices on goods. They set prices high enough to pay for goods, workers, and other costs.

They try to take in more money than they pay out. This extra money is called profit. The profit goes to the owners of the store.

VOCABULARY

goods- anything sold in the store
dairy products- milk, eggs, cheese, butter, cream
merchandise- goods sold in the store
sales- "on sale"- when special goods are offered for lower price for a limited time
frozen food- foods that are kept at 32' F or below
self-service- when a shopper waits on himself
price- how much something costs
profit- money left after bills are paid
storage rooms- place to keep goods until put on shelves
cash register- machine used at the checkout counter where the money is kept
checkout counter- where you go when you have the goods on your list, and are ready to pay for what you have
manager- person who runs store
cashier- one who adds up price of goods, takes money and gives change

DAIRY DEPARTMENT

In this area you will find milk and milk products, such as cream, butter, and cheese. Eggs and margarine are also found in this department. These foods are kept in coolers.

1. Which foods can be kept for only a few days? for many days?
2. What foods have to measured? (pints, quarts)
3. What foods have to be weighed? (pounds, ounces)
4. What foods are counted? (dozen)
5. Why don't these foods spoil in a few days?
6. What vitamin is added to milk?
7. Can you name different kinds of cheese?
8. What information is printed on cartons, bottles, or packages to help the shopper.

CHECK-OUT AREA

This is the area of the store where you pay for your goods. The prices of the goods are added up by the cashier on a special machine. The cashier or a helper will put the goods into large brown paper bags.

1. What equipment is used in checking out?
2. How does a cashier know which items are "on sale"?
3. What should a cashier do when she is making change for a large bill? ($10, $20, $50)
4. What is a coupon?
5. Name some of the nice things about the job of a cashier. What things are not so nice?

STORAGEROOMS

These are places to keep the food when it comes off the trucks until it is needed on the shelves.

Each kind of food requires a different kind of storage. Some foods need to be stored in rooms of zero-degree temperature. Others need cold storage but would be spoiled by freezing. Some only need cool storage. Some goods need to be stored in a dry place.

1. Who keeps a record of how much is delivered so it can be paid for?
2. Why are the boxes sometimes sent by conveyor belt to the store room?
3. What temperatures are needed in these rooms?
4. Are jackets worn when taking food in and out of the cold storage room?
5. How long is food kept in these rooms before being put on the shelves?

HEALTH, BEAUTY and CLEANING PRODUCTS

A supermarket has a section where health and beauty aids and cleaning products can be bought.

This is a convenience for shoppers because we can shop for many things besides food in a cenrally located supermarket. We don't have to drive to another store to buy these things. Supermarkets usually carry products that are in big demand.

1. What are some of the health and beauty aids we can buy at a supermarket?
2. What are some of the cleaning products?
3. Are they name brand or store brands?
4. Are store brand products as good as name brand? Why?
5. Are these products cheaper than at a Drug Store?

MEAT and FISH

The meat department is a section of the store usually in a room behind the meat counter. This is where the large pieces of meat and fish are cut up and packaged. A person who has had special training to learn how to identify and cut the meat and fish works here. He is called a butcher.

Other workers wrap the meat and fish and label them with name and price. These people also put the packages on the counter and help people who want special amounts or cuts of meat.

1. What kinds of equipment do the butchers use?
2. Are the butchers and other workers men or women?
3. Is the room temperature here the same as the store?
4. Where is the meat kept before it is cut?
5. In what kinds of trucks does the meat come to the store?

CANNED GOODS

This is the section of the store where vegetables, fruits, soups, fish, milk, and even cat food and dog food are stored in cans. They are packaged this way in order to stay fresh.

QUESTIONS:

1. Where are these foods canned and how do they get to the supermarket?
2. How long do the canned foods remain fresh after the canning?
3. What kinds of foods are canned?
4. What are the cans made of?
5. Where are the cans labeled?
6. Who prices the cans?
7. Who sets the prices?
8. What kind of marker is used to mark the cans?

FROZEN FOOD

This is the section of the supermarket where the food is kept in a freezer. Foods that have to stay frozen need zero-degree temperature. Foods in this section are kept frozen to prevent them from spoiling.

QUESTIONS:

1. What kinds of food are kept in this section?
2. Who marks and puts the food in this section? Do they have a special marker for the frozen foods?
3. What kind of truck do these foods come in? What kind of training have the truck drivers had?
4. Why does the supermarket chain have its own brand of merchandise (things sold in the store)?

FRUITS and VEGETABLES

Many things happen to fruits and vegetables from the time they are delivered until they are purchased by a customer.

Some of the things that have to be done are sorting cleaning, weighing, pricing, packaging, displaying or arranging.

After customer buying and the supply is low, the containers have to be replaced with fresh fruit.

The produce has to be examined for freshness or spoilage and replaced when necessary.

1. What does the man in the vegetables and fruit section do?
2. Does fruit come in a refrigerated truck?
3. How often does it come in?
4. Where do the fruit and vegetables come from?
5. Do the vegetables come in a refrigerated truck?
6. What kind of fruits and vegetables are sold?

PRE-PACKAGED FOOD

This section of the supermarket is where the food is kept that already arrived at the store in its own package ready to sell. Cereals, cookies, crackers, bottled foods, and foods that comes in jars fits in here. Even some kinds of pet food can be included. The food is pre-packaged for conveinience and for preservation-(to stay fresh)

QUESTIONS:

1. How long can food packaged in a cardboard box stay fresh after packaging?
2. How long can food packaged in jars stay fresh after being put in jars?
3. Who marks these items and puts them on the shelves?
4. How do these items arrive at the supermarket? What do they come in as far as packaging goes?

MANAGER and OFFICE

The manager is the man who runs the store. He has to know how to work with people and how all the jobs in the store are done. He has to be sure everyone is doing their job and coming and going home at the right time. He has to order the goods for the store and make sure the goods have been paid for. He also has to see that store workers get paid for their work.

Secretaries work in the office. These people help the manager order goods and write out the bills. They open and take care of the mail and answer the telephone.

QUESTIONS:

1. What does the manager do to get this job?
2. How much training does he need?
3. Where does he get the training?
4. Does he like his job?
5. How does the manager know when to put goods on sale and how much to charge?
6. How many people work for him?
7. Does he hire new workers?

BAKED GOODS

In this section we will find bread, pastries, pies, cakes, buns, rolls, cupcakes, and other kinds of breakfast breads and desserts.

The supermarket arranges the orders from different bread companies and bakeries.

QUESTIONS:

1. How often are goods delivered so they are fresh?
2. What is done with left over goods that may be stale?
3. How is bread packaged?
4. How is bread priced?

THE DELI

The Deli is the section of the supermarket where cold cuts, fish, cheeses, and salads are sold to you as you order them. The items are fresh and not pre-packaged. There is a sales clerk who works in this department. She slices, weighs, and packages the food you order. (Sometimes, however, the deli is self-service. In this type of Deli everything is pre-packaged.)

QUESTIONS:

1. Is the clerk a girl? Is her hair tied back out of the way if it is long? Why is this done?
2. Who prepares the salads that are bought here? How far ahead are the salads made? Where are they stored?
3. Why do people buy cheese and meat here instead of that which is pre-packaged?
4. OR why do people buy pre-packaged meat and cheese instead of that which is sold at the deli?
5. How does the clerk know how much to charge for your purchase at the Deli?

INTERMEDIATE LANGUAGE CURRICULUM

I. Grammar--to be taught by Joan Strecker
   A. Word Usage
   B. Parts of Speech
   C. Sentence Structure
   D. Vocabulary
   E. Listening Skills
   F. Capitalization
   G. Punctuation
   H. Verbalization

II. Factual Reporting--to be taught by Judith Potz
   A. Outlining
   B. Dictionary Skills
   C. library skills
   D. note taking
   E. letter writing
   F. biography
   G. oral communication skills
   H. interpretation of materials
      1. Fact
      2. Opinion

III. Creative Expression--to be taught by Ethel Graham
   A. Listening skills
   B. Oral communications
      1. Story telling
         a. slang
         b. dialects
      2. Discussion groups
      3. Puppetry
      4. Skits etc.
   C. Creative writing skills
      1. Poetry
      2. Plays
      3. Stories

IV. Enrichment Program--see attached sheet for details--
   to be taught by all three teachers with coordinated
   efforts.
   A. Selfawareness--2 weeks
   B. Newspaper Unit--2 weeks
   C. Career Investigation--2 weeks
   D. Specific Language Skills as Related to Careers--2 weeks

CAREER AWARENESS

OBJECTIVES

1. To make children aware of many kinds of jobs existing today.

2. To help children to respect all work.

3. To help children to recognize the relevancy of school work to future lives.

   Specifically:
   1. Reading is necessary for most jobs.
   2. Writing is important in most jobs.
   3. Spelling is important in any job involving writing.
   4. Speaking clearly and effectively is important for most jobs in which there is contact with others.
   5. Math and Science are increasingly important in more technical society.
   6. Following directions, both spoken and written, are necessary in all jobs.

ENRICHMENT PROGRAM

I. Selfawareness--2 weeks
   - A. Decision making
   - B. Values

II. Newspaper--2 weeks
   - A. Mini page--Grade 4
   - B. Use of newspapers--Grade 5
   - C. Reporting--Grade 6

III. Career Investigation--2 weeks
   - A. Field trips
   - B. Speakers
     1. Local Business
     2. Parent involvement
   - C. Teaching of career Clusters
     1. Grade 4
        - a. Communications and Media
        - b. Construction
        - c. Environment
        - d. Health
        - e. Transportation
        - f. Manufacturing
     2. Grade 5
        - a. Business and Office
        - b. Communications and Media
        - c. Hospitality and Recreation
        - d. Personal Services
        - f. Consumer and Homemaking
     3. Grade 6
        - a. Agri-business and National Resources
        - b. Communications and Media
        - c. Fine Arts, Humanities
        - d. Marine Science
        - e. Marketing and Distribution
        - f. Consumer and Homemaking

IV. Specific Language Skills as Related to Careers--2 weeks

Presented by: Ray Paul, Anthony Acampora, Dale Wentzel

SUGGESTED PROCEDURES:

This idea was actually started by the children themselves. Very often one of the children will bring in some little treasure they own or maybe even a lollipop. He lets the rest of the class know that he is looking for someone who is kind, courteous, and a good worker. Later in the day he will present that child with that little gift, either to keep or to have on his desk for the rest of the day. We will all discuss why this child was picked and compliment him. Needless to say, the child feels so important and proud. The other children are so happy for him or her. So far I think all the children have been picked at one time or another.

If I see effort or kindness put forth by one of the children I ask him to share his effort with the rest of the class. These are two small ways that boost the confidence and self-image of the child.

MATERIALS NEEDED:

No real materials are needed just a lot of praise and love.

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INTRODUCTION TO THE AWARENESS GUIDE

K-6

The intent of this guide is to provide for elementary school teachers appropriate activities which will aid in the establishment of a classroom environment characterized by mutual respect, trust, honesty, and openness. The goal of such an environment being the development of self-identity and self-esteem for all students. Each and every child is important and has worth just for being "himself". And as the child grows in his awareness of himself, he will come to learn and accept that all people have worth and are unique. I am who I am and you are who you are and that is good.

A classroom environment which supports self-awareness of others will help in maximizing the total learning process which occurs in school. As a result, the concept of self-awareness must be developed as part of all the experience a child encounters in school. The activities which have been included in this guide can easily be linked with the subject area of any curriculum. When you, the teacher, consider the appropriate use of these activities, think in terms of your total school program.

The importance of having students move toward a greater realization of their full potential will have a significant impact on the way they will lead their lives, especially when the time comes when a decision must be made about "careers". Awise choice at this critical time will be determined by the degree of awareness and understanding one has of himself.

In conclusion, we are greatly appreciative of the Bristol Public School Teachers who have contributed their ideas and experiences to the compilation and completion of this guide. Without their valuable input, the guide would lose its worth.

CAREER EDUCATION-AN OVERVIEW

The fundamental concept of career education is that all educational experiences, curriculum, instruction, and counseling should be geared to preparing each individual for a life of economic independence, personal fulfillment, and an appreciation for the dignity of work. Its main purpose is to prepare all students for successful and rewarding lives. Such help is provided to students improving their basic for occupational choice, by facilitating their acquisition of occupational skills, by enhancing their educational achievments, by making education more meaningful and relevant to their aspirations, and by increasing the real choices they have among the many different occupations and training avenues they have open to them.

Career education is a lifelong, systematic way of acquanting students with the world of work in their elementary and junior high years and preparing them in high school and in college to enter into and advance in a career field of their own choosing. For adults, career education is a way to reenter formal education and upgrade their skills in their established career field or to enter a new career field. It embraces all occupations and professions and can include any individuals in or out of school.

The self-awareness activities suggested in this guide are designed to assist educators in the elementary school as they endeavor to achieve the first step in the career education: personal fulfillment.

NAME OF ACTIVITY

Unfinished Sentences

PURPOSE

Students reveal and explore attitudes, beliefs, actions, interests, aspirations, like, dislike, goals, purposes, awareness of developing values.

PROCEDURES

List of unfinished sentences such as:

On Saturday I like to .....
If I had 24 hours to live .....
If I had my own car .....
I feel best when people .....
If I had a million dollars I would ...
Secretly, I wish .....
My children won't have to .....

MATERIALS NEEDED

Paper
Pencil
List of sentences

NAME OF ACTIVITY

How I feel today

PURPOSE

Show children that it is acceptable to have and express emotions. Children should listen to others and express both positive and negative feelings.

PROCEDURES

Child draws face on cardboard circle. Add hair and popsicle sticks. Discussion: Child holds mask in front of his face and talks through it. Children may find it easier to discuss feelings if they hide behind cardboard faces. Discuss situations in their lives as: Getting up in the morning, waiting for a special visitor, having to stop playing an exciting game. Continue discussion with magazine pictures of people showing various emotions. Have children guess how the people in the pictures really feel. Why do they feel that way?

Children might also speak into microphone tape recorder. Ask them to express how they feel by speaking through the mask, if necessary at first. Express feelings also through easel painting, clay modeling, or any other activity.

MATERIALS

Cardboard circle, tongue depressor or popsicle stick for each child.
Magazine pictures.
Crayons or felt-tip markers, paste, yarn

Retyped at ERIC Clearinghouse in Career Education due to marginal reproducibility of original.

NAME OF ACTIVITY

About Myself

PURPOSE

Development of self-awareness. The child expresses his thinking in oral language which is then represented in written form and read by him as well as other classmates.

PROCEDURE (4-5 day activity)

1. Draw a body shape-one child lays on the floor on brown wrapping paper, another child traces around the shape.
2. Each child fills in his own outline to look as much like himself as possible.
3. Body shapes were displayed around the room.
4. Each child was asked to write something about himself, such as, name, address, age, telephone number, something he likes to do, something he dislikes to do, his pets, etc. The information was printed on 3x5 cards and stapled to the body shape and thus shared with the entire class.
5. Seven charts were made with the following headings:

I like to taste____ I like to read___ I like to smell__
I like to go to____ I like to see____
I like to feel_____ I like to hear___

Each child was encouraged to give more than one word responses observed as I wrote them on the chart with thier name after their own sentence. Charts were displayed around the room.

6. Dittos were made up with the above mentioned headings and children made their own booklets "About Myself", Illustrating their sentences. Booklets were displayed for other children to read.

MATERIALS NEEDED

Brown wrapping paper, dittos, primary chart paper, crayons, etc.

NAME OF ACTIVITY

If I were.....

PURPOSE

To help students clarify interests about themselves and use this information to make decisions.

SUGGESTED PROCEDURE

Working alone or in groups of 2 or 3, have children write or draw what they would like to be if they were an animal, athlete, book, etc..

Suggest that their choices be linked to their own interests, likes, dislikes, etc...

Ask students to share their choice and reason for their choices with the class as a whole or in a group. Reasons may be stated in the following format:..

If I were a---, I'd be a____so I could_____.

For example: If I were a fish, I'd be a shark so I could scare other fish.

Categories can be changed to athlete, book, actress, hat, car, singer, fish, building, etc...

(continued next page)

(continued)

MATERIALS NEEDED

Ditto sheet and the following chart on it:

ANIMAL	ATHLETE	BOOK	ACTRESS
HAT	IF I WERE.....		CAR
FISH	SINGER		BUILDER

NAME OF ACTIVITY

Who Are You?

PROCEDURES

My name is_____

My best friend is_____

I like to collect_____

This summer I_____

In school I like_____

My pet at home is_____

This year I would like to learn_____

On Saturdays I like_____

I get angry when_____

I am afraid of_____

I am happy_____

The nicest thing I ever did was_____

If I found five dollars I would_____

Some day I want to be_____

NAME OF ACTIVITY

Rank Order

PURPOSE

Awareness of choices between competing alternatives. Practice in choosing from among alternatives and in publicly affirming, explaining, or defending choices. Awareness that issues require thoughtful consideration.

PROCEDURES

Teacher's questions will enable class to look deeper into themselves and make value judgement.

Three or four alternative choices for responding to each question are ranked in order according to value--laden preferences. Discussion may follow.

Teacher reads question, writes choices on the board, calls upon 6 or 8 students to give rankings.

Sample questions:

1. Where would you like to go.
   _____zoo
   _____planetarium
   _____horror movie
   _____library
2. Which would you most like to have?
   _____one best friend
   _____many friends
   _____two or three good friends
3. What should an allowance be used for?
   _____Saving for something you want
   _____spending on whatever you want at the moment
   _____buying presents for others
4. What would you do if you saw your best friend steal some candy from a store?
   _____report him
   _____pretend you didn't see
   _____ask him to share it with you
5. Which do you like best for dessert?
   _____cake
   _____pie
   _____fruit salad
   _____ice cream
6. Which would you rather do on a Sunday Morning?
   _____Sleep late
   _____play with a friend
   _____watch TV
   _____go to church
7. Which would you least like to do?
   _____move to a new school
   _____lose your wallet
   _____break your leg
8. Which would you rather be?
   _____a fireman
   _____ a policeman
   _____a postman
9. Which would you rather play?
   _____piano
   _____drums
   _____violin

NAME OF ACTIVITY

Either - or Forced Choice

PURPOSE

Compels students to make decisions between two competing alternatives. "What characteristics do I identify with more-this or that?" Pupils examine feelings, self concepts, and values.

PROCEDURES

Teacher asks an either-or question as: "Which do you identify with more, a Volkswagon or Cadillac?" Those who identify with Volkswagon go to side of room indicated by the teacher. (pointing or sign) Those who identify with Cadillac go to the other side of the room.

Each student finds partner on the chosen side and discusses reasons for the choice. (2 min.)

All return to center of room.

Same procedure for 4, 5, or 6 questions according to pupil interests. Students should discuss with a new partner each time.

Samples: Are you more of a saver or spender?
Are you more like New York City or Colorado?
Are you more of a loner or grouper?
Are you more like a rose or daisy?
Are you more like summer or winter?

NAME OF ACTIVITY

Values Voting

PURPOSE

Ask the students, "How many of you -

1. dream about being famous?
2. have ever cheated on an exam?
3. feel free to discuss sex with your parents? teachers?
4. have ever wished you were a child again?
5. would love to direct a large symphony orchestra someday?
6. have ever refinished a piece of furniture?
7. think your parents are to strict?
8. think your teachers are not strict enough?
9. would go to school if you didn't have to?
10. would like to change something about this school?

MATERIALS NEEDED

10 questions

NAME OF ACTIVITY

Mood Mosaic

PURPOSE

To provide a means for the expression of feelings, and to build an atmosphere of self-disclosure.

PROCEDURE

Construct a chart with the top column headings for each hour of the day, and side row headings with each childs name. The children are to colorin a square for each hour of the day with the color crayon that represents their feelings. A color code of about eight different crayons is provided so that each person in the class uses the same colors.

	MONDAY			TUESDAY			Etc.
	8-9	9-10	10-11	8-9	9-10	10-11	
John							
Art							
Nancy							
Jim							
Kathy							
June							

Red- Angry, mad
Orange- Unhappy, depressed
Black- Not so good
Yellow- so, so
Blue- O.K.
Green- Wow, feeling good
Purple- Fantastic, Great
Brown- Out-of-sight

MATERIALS

A chart about 3 feet x 3 feet (approximate) and 8 different colored crayons.

NAME OF ACTIVITY

Pretending I'm Grown-Up

PURPOSE

Developing self-awareness

PROCEDURES

Tell children some of the things you did as a child to pretend you were grown-up as stimulation to discuss what they might like to do and be when they grow up.

They might like to pretend they are grown up. They can make hats and other items of identification that will help them to pretend. Children might like to dress up or pantomine the activities of grownups for other children to guess what they are doing.

Youngsters complete sentence "I like to play. I am_____." Include a picture of themselves in grown-up roles.

Youngsters can make their own book or class book, "Pretending I'm Grown."

MATERIALS

Paper, Crayons

Dress up box-clean clothing-fathers old caps or hats

(especially if they show the kind of work he does)

mother's blouse, skirt, jewelry, hat, bag.

NAME OF ACTIVITY

Values Whips

PURPOSE

Simple and rapid means for students to see how others react to questions or issues.

PROCEDURES

Questions given to class with a few moments to think about answers. Teacher whips around room calling upon students to give answers. (Brief and to the point although a little background may better explain answer.)

Samples: What is something you are proud of?
What is something you really believe in strongly?
What is one thing you would change in our world?
What is one thing you would change in our town? School?

Vary: Proud Whip

Students consider what they have to be proud of.

Samples: "I'm proud of" Something you can do on your own.
"I'm proud that" Something you are proud of in relation to money.
What are you proud of that has to do with school?
What are you proud of that has to do with something you have written.
Something you have done for an older person.
Something you made with your own hands.

NAME OF ACTIVITY

Twenty Things You Love to Do

PURPOSE

To know what we value and want.

PROCEDURES

1. Students are asked to write numbers from 1-20 down side of paper.
2. They may list twenty things in life that they love to do, big or little children may think in terms of seasons of the year. Lists may be discussed.
3. For further use, pupils may code their list as: $placed beside any item which costs more than three dollars each time it is done. Or, place A beside items pupils prefer to do alone; P next to activities done with other people.

MATERIALS NEEDED

Paper, Pencils

NAME OF ACTIVITY

Magic Box

PURPOSE

To help students think about what they value.

PROCEDURES

1. Tell students about a Magic Box which is special--it makes itself very small or very big. It contains anything that the student wants it to contain.
2. Ask pupils, "If you came home from school today and the Magic Box was waiting for you to open it, what would be in it? It can have anything you want."
3. Students may tell or write answers.
4. Vary: What would you want in a magic box for your mother?
   What would you want for your best friend?
   What is the smallest thing you would want?
   What is the largest thing?
   What would you want for poor people?

Retyped at ERIC Clearinghouse in Career Education due to marginal legibility of original.

NAME OF ACTIVITY
'Here I Am Booklet'

PURPOSE
A Self-Awareness Activity. 1) To help each child become aware of himself as an individual. 2) To give children experience in thinking about, and expressing their individual feelings, desires, dislikes, etc. 3) To help children realize they are all different both physically and emotionally.

PROCEDURES
1. Ditto up individual sheets, each with its own topic to be filled in by each child, leaving space for drawings if the child wishes to illustrate his thoughts.
2. One or two topics are discussed each week and then completed in class.
3. Each ditto sheet is kept in a folder in a "private place" treat each child's booklet as his very own (much like a diary).
4. When all pages are completed-compile the booklet and illustrate the cover as each child wishes. This booklet is then his or hers to keep as a record of himself as of that day in his life. Discuss that his wishes, anxieties, even surroundings may be different in the future so this is a special record that he might treasure someday.

MATERIALS NEEDED
Ditto sheets
Booklet covers
Crayons, yarn or other means of fastening individual pages together. Scale and measuring tape (to weigh and record the height of each child).

NAME OF ACTIVITY
The Giving Tree

PURPOSE
To promote more cooperativeness among students in sharing, helping each other, etc...

PROCEDURES
1. Read the giving tree by Silverstein
2. Discuss how the children can give of themselves to others as the tree did; such as, helping others, or sharing.
3. Each time a child reaches out in friendship and helpfulness to another child he receives from the tree a note of appreciation written by the teacher or another child.

MATERIALS NEEDED
1. A small artificial tree (or a large branch)
The Giving Tree by Silverstein

Retyped at ERIC Clearinghouse in Career Education due to the marginal reproducibility of the original.

NAME OF ACTIVITY
My Family and Me

PURPOSE
Learning about children's family lives and how they value themselves. Child will describe his family and other families. He will discuss his roles and responsibilities within the family.

PROCEDURES
Youngsters act out family situation which they make up as: a family at dinner time or a family whose house needs cleaning (Daily living routines--getting ready for school, eating, drinking, going to bed).

CAUTION: Leader should insure that only positive attitudes toward a child's family are discussed--not "normal" or "abnormal" families

---

NAME OF ACTIVITY
I Have Fun

PURPOSE
Pleasure for each child and class.

PROCEDURES
Discuss ways to have fun. Respect all answers and point out that fun and play are not always the same. Fun to one person may be work to another.

Youngsters complete sentence, "I have fun _____" and include a picture to go with the story.

Make the pages into "fun books" for the classroom book collection.

MATERIALS NEEDED
Paper
Crayons

NAME OF ACTIVITY
My Own Idea

PURPOSE
Self Expression. Development of oral language skills.

PROCEDURES
The children express their ideas-something they have thought about, observed, heard, wished for--with a crayon drawing. Give children a chance to tell story orally.

NAME OF ACTIVITY
Surprise

PURPOSE
Pleasure for each youngster and class.

PROCEDURES
Talk with children about surprise they remember. Tell children to decide on some surprise they want to tell about, but they should not let anyone know what it is.

Each child draws a picture to finish the sentence: "Look at my ____" Youngsters share with rest of class.

MATERIALS NEEDED
Paper, Crayons

Retyped at ERIC Clearinghouse due to marginal reproducibility of original.

NAME OF ACTIVITY
Friendship Without Words

PURPOSE
Children will recognize the importance of actions as well as words, as a means of expression.

PROCEDURES
Children on playground watch their friends while they play to find examples of how others express friendship without using words. Pupil observation can be recorded for later discussion.

NAME OF ACTIVITY
One of a kind

PURPOSE
To demonstrate uniqueness and individual differences.

PROCEDURES
Create a piece of art in front of your students. Don't worry about quality. Uniqueness is what counts. All you need are various colored construction paper, a staplerer, some paste. Create a design or "creation" by tearing and mounting paper together. Talk to the class as you create. The design should be put together in under 5 minutes.
Ask your class: A. Have you ever seen this before? One like this before? One exactly like it?
B. What things can you say about this work of art that are true?
(Accept any responses--good or bad)
C. Encourage other comments about design?
Now have students recreate your work of art. (It's impossible to do) After comparing the various designs, similarities will exist but no real replicas. When the students understand the uniqueness of individual art work, extend discussion to, "Can you apply these ideas to human beings?" Want children to think in terms of each others differences, uniqueness, and each is irreplaceable and impossible to duplicate.

MATERIALS NEEDED
construction paper
stapler or paste

Typed at ERIC Clearinghouse in Career Education due to marginal reproducibility of original.

NAME OF ACTIVITY
Friends Are Special

PURPOSE
Opportunity to develop vocabulary; descriptive words, loud, soft, high, low, squeaky, musical, noisy, fussy. Use these words to classify voices.

PROCEDURES
Discuss: All friends have similar features but everyone has other features that are special and are theirs alone.

Learning Through Touch: Blindfold several children and examine a classmate until they can identify him. Ask them to explain what special feature helped them guess who the other child was.

Recognizing Voices: During several classroom days, turn tape recorder on occasionally and record the childrens voices, (Natural situation and as unobtrusive as possible). Listen for discussion arguments between children, role-playing situations, conversations, and songs or chants. Play these voices back.

Have several children say a sentence or two behind a screen while others close their eyes. Ask class to identify each voice they hear.

NAME OF ACTIVITY
Measurable Me

PURPOSE
To permit the child to discover more facts about his physical self.

To assist the student to use this information in understanding how people are alike but different.

To provide a relevant activity for motivation in measurement activities.

PROCEDURES
Using a long length of construction, shelf or wrapping paper (or tape together newspaper) have the child lay down on it. The teacher or another child traces his outline with a felt-tip marker.

The outlines can be measured from top of head to bottom of feet, length of arms, legs, etc.,

The activity can be expanded depending on sophistication of children to three dimensional measurement of the childs waist, ankles, etc.

Retyped at ERIC Clearinghouse in Career Education due to the marginal reproducibility of original.

NAME OF ACTIVITY

Self-Awareness — "Happiness Is"

PURPOSE

To have the children become aware of themselves and how they feel in many situations.

PROCEDURES

1. Place a picture of a smile face on the chalkboard and write, "Happiness Is", underneath the face. Ask children if they can read the two words. If not, tell them.
2. Turn on opaque machine and introduce the theme, "Happiness Is" through cartoon pictures of the Shultz characters.
3. When the pictures have been shown, shut the lights off and have children put their heads down and think what happiness means to them.
4. The children tell their story to the whole class and teacher writes down what they say.
5. Can put their voices on cassette and children listen to their own voices.
6. Refer back to smile face on the board and have children read, "Happiness Is" again.

MATERIALS NEEDED

Opaque Machine to display cartoon pictures of Charlie Brown, Lucy, and Snoopy.
Paper, crayons, pencil
Cartoon pictures can be cut out of comic books and teacher adapt his own captions. Captions used: Happiness Is:

licking a bowl after mother has mixed a cake
is wearing a new shirt to go to school
is catching snowflakes on your tongue
is sleeping in the back seat on the way home
is coming home from the hospital
is the best seat at the parade

Retyped at the ERIC Clearinghouse in Career Education due to the marginal reproducibility of the original.

NAME OF ACTIVITY

Who Am I? - Faces

PURPOSE

To allow children to discover facial expression and to match them pictorially with the written word that describes them.

PROCEDURES

1. The teacher will discuss that feelings "look" different on people. A brief exchange of how some feelings "look" may be necessary.
2. Write all the different feelings that your class responds with on the board.
3. Ask the class to do the following:
   a. Cut out 9 pictures of different feelings as shown on peoples faces.
   b. Divide their paper into equal tic-tac-toe squares
   c. Paste one picture per square. TRY TO KEEP THEM DIFFERENT
   d. Write the feelings in jumble order on the back.
4. Once class is finished preparing board, allow them to pair up with a buddy and try to match the face with the feeling---word that the buddy reads to him.
5. Some disagreement may occur---allow it but be sure to present this to the children beforehand.

MATERIALS NEEDED

Tagboard (12"x24") for each child, magazines to cut up, paste, magic markers or crayons, scissors.

NAME OF ACTIVITY

Totem Pole

PURPOSE

To enhance self-concept

PROCEDURES

Assign the students the task of creating a totem pole, which expresses who they are. (The totem pole can be actually constructed, merely designed, or written about).

Have the students share the meaning behind the various parts of their totem with the class. They may wish to record what they say in their journals.

MATERIALS NEEDED

Students may need wood, glue, other objects.

NAME OF ACTIVITY

Things I Am Good At

PURPOSE

Positive self-concept, supportive environment for self-disclosure.

PROCEDURES

Children break up into small groups(5 children in each). Children share the things they are good at.

To follow up: Journal, discussion, taping, teacher observation.

Possible follow-up: Daily journal entry of one thing I did today that was good.

Possible questions to ask: Did you find it easy or difficult to talk about things you are good at? How could you learn more about your strengths?

NAME OF ACTIVITY
Telegram

PURPOSE
To diagnose concerns, develop supportive atmosphere for self-disclosure.

PROCEDURES
Have the children pretend they have just recieved a telegram. It can have any message that they would like it to have. Children share messages. Tape record, teacher or observer writes down responses.

MATERIALS NEEDED
Tape Recorder

NAME OF ACTIVITY
Want Cards

PURPOSE
Diagnose student concerns and create sence of togetherness.

PROCEDURES
Give each student a 3x5 card. Have them anonymously write down something they want. Collect the cards, shuffle them and deal them out. Each student holds the card face down until their turn. They flip the card over and quickly read it, then continue talking, explaining the card as if it were their own.

After the activity you might ask: Were many of the cards similar? What are the uniquenesses and commonalities? Was it hard or easy to pretend that the card you read was yours?

MATERIALS NEEDED
3x5 index card

NAME OF ACTIVITY
Fingerprints

PURPOSE
To demonstrate uniqueness and individual differences.

PROCEDURES
Have children divide into small groups and after demonstrating the techniques of fingerprints. (pressing fingers on ink pad and rolling from left to right on paper without squashing down to hard) have children fingerprint each other. Using magnifying glasses, have them study and compare each other's prints.

Children should also place signature near print and compare handwriting style for uniqueness.

After children have been allowed time to compare their handwriting and fingerprints, a discussion of how a policeman uses these as well as foot prints and voice prints to catch criminals might take place. Invite the Local Police to the classroom to expand on these topics.

MATERIALS NEEDED
Ink Pad

NAME OF ACTIVITY
"Me" collage

PURPOSE
To help students become aware of who they are.

PROCEDURES
Have children go through magazines and cut out pictures, words, and symbols that represent themselves, such as things they like to do, things they own, places they've been, people they admire, etc... Have collage assembled on a piece of construction paper. If children have difficulty finding pictures, they might like to construct or draw pictures.

This activity can be done in school or at home. You might like to display these collages. Have children explain their meaning or have other children attempt to guess who is being represented by the collage.

Teacher may decide to periodically repeat this activity during the year and discuss any changes or similiarities which exist in the collages.

MATERIALS NEEDED
Construction paper, magazines, crayons, Paint, etc..

NAME OF ACTIVITY
Name Game--Version I

PURPOSE
Awareness of Self

PROCEDURES
This should be done at the beginning of the school year when theirrare new faces. The teacher and class sit in a large circle on the floor. The teacher begins by saying, "My name is Mrs. _____and I like to swim, The child then sitting next to her will say Mrs._____ likes to swim, My name is_____and I like to_____. You continue around the circle repeating all that has been said and adding your name and what you like to do. Children will respond by helping those who forget someone or something. This helps the new child to this new school learn some new names and faces. In large classes it is best to take smaller groups, say 12-15 children to a group.

NAME OF ACTIVITY
The Name Game--VersionII

PURPOSE
To help students learn each others names. To establish positive feelings towards each other.

PROCEDURES
For this exercise, the teacher starts by saying, "I am Miss, Mrs. or Mr. ____." The student to her right says, "I am Billy and that's Mrs.____. The process continues around the room until the last person has repeated everybody's name.(appropriate at beginning of the school year)

Extension of this activity is to have each person add an adjective that describes something he is good at. For instance, "I am dancing Tony." I am singing Billy and that's dancing Tony," and so on around the room. This activity can be used as a memory exercise as well as learning new information about others in the class.

NAME OF ACTIVITY
Who Am I? - Disclosure

PURPOSE
To allow child to begin self-disclosure.

PROCEDURES
Have group sit in a circle. Ask children to volunteer information about their dress. Such responses as "I have on a red dress," I am wearing new shoes, are appropriate. Try to have the children select items which are unique to themselves, and clearly differntiate themselves from others.

NAME OF ACTIVITY
Developing Friendships

PURPOSE
Reinforces concept that each person has unique, recognizable, physical qualities. Recognizes that people need relationships with other people, value of friends, observe and compare personal characteristics.

PROCEDURES
Recognizing Friends: Set up projector and hang a sheet a few feet in front of it so that the projector's light shines through it. Have all the children close their eyes. Tap one child gently on the shoulder as a signal to tiptoe quietly behind the sheet. Have the child stand with his back to the light. The rest of the class try to guess who it is. (Pupils turn sideways to show more easily identified profile.)

Visiting Friends: Children discuss friendships. What do you do at home after school? Do friends come to visit? What are some of the things you do when friends visit? What would it be like to have no friends to play with or visit?

NAME OF ACTIVITY
Child of the Week

PURPOSE
To build up the self-image of even the slowest child in the classroom.

PROCEDURES
Each week a child can be selected as "The Child of the Week". Names can be selected alphabetically. The child selected prepares a bulletin board display to tell the class about himself. Photographs of child, his writing exercises and drawings can be used. The child's address and a list of family members might also be posted. Child could list favorite books, hobbies, pets, sports or TV shows.

MATERIALS NEEDED
An empty bulletin board
Child's work

NAME OF ACTIVITY
Me Too Game

PURPOSE
To help children learn more about themselves. After game, questions help youngsters realize that all humans have same body parts.

PROCEDURES
Pair children, ask them to face each other with hands on each others shoulders. Call out a part of the body. Each child points to that part of his partner's body and says "Me too". Use of mirror, describe hair, eyes, nose, skin. (Human likenesses, differences.)

NAME OF ACTIVITY
Self-Portraits

PURPOSE
To develop self-awareness of others in the classroom.

PROCEDURES
Encourage children to draw or paint self-portraits. Use of mirror might stimulate youngsters to talk about color of their hair and eyes, color and desgn of clothing, and other items of interest. Child tells something about himself which is written on the paper.

MATERIALS NEEDED
Drawing paper, Materials to paint or color, Mirror(optional)

NAME OF ACTIVITY
Body tracing

PURPOSE
To have children become aware of their physical self.

PROCEDURES
Divide class into pairs. Have each child take turns tracing each other on brown wrapping paper. Color, then cut out. Mount on bulletin board. Let children discuss or write about how they feel when they look at themselves.
You may wish to save the creations, repeat at a later time in the year, then compare the changes which have taken place.

MATERIALS NEEDED
Heavy brown wrapping paper, crayons, water color.

ONE THING I WOULD LIKE

TO CHANGE ABOUT

MYSELF

ONE THING I LIKE

ABOUT MYSELF

I'm Great

I
Like Me

QUICKIES

THANK YOU NOTES

When the opportunity arises, have your pupils write thank you notes to show their true appreciation and positive feelings to visitors, hosts, etc...

RAISE OR CARE FOR AN ANIMAL IN THE CLASSROOM

This activity will help the pupil to care for a living creature, watch its growth, understand its needs, etc...

MAKE A CLASS NEWSPAPER, SHORT STORY OR POETRY MAGAZINE

Such a project permits the child to express personal thoughts feelings, permits an outlet for creative expression. Primary pupils can dictate their thoughts to older students.

PLANT AN OUTDOOR GARDEN

Children learn first hand about some of the problems and satisfaction a farmer has--rain, drought, insects, cold, need for fertilizer, soil conditioners, erosion, etc...

GROW PLANTS IN AN INDOOR GARDEN

Like the above activity this project will provide more benefits than the facts or processes involved in a science approach alone. The pupil will become sensitive to effects of heat, light, good soil, etc... on the beauty and health of the plant.

VALUES AUCTION

Construct a list of value-laden statements appropriate to the level of your students. Conduct an "auction" using tokens or imaginary money. Discuss reactions to the auction. Suggest each child's amount of money be limited, i.e. $50.00.

SPECIAL AREA BULLETIN BOARDS

Establish four bulletin board areas--math, social studies, science, and language arts. Every two weeks choose four students from a list of volunteers to be in charge of one of the boards. Let each child place whatever he wishes on the board.

MAKE A "ME" MUSEUM

Let each child have a small nook of the room to tell about himself. A special week could be devoted to this activity. Show hobbies, friends, family, vacations, stories, photos, drawings, etc..

PUPPETS

Try puppet plays as a means of drawing out shy children. Try puppet plays to draw out feeling or emotions of all children.

NAME TAGS

Make name tags for each child. Place a tag on each child's desk.

SHARING FEELINGS

Show or display pictures of happy, sad, angry, frightened, concerned, perplexed children, etc. Discuss the moods.

FEELING TAG

Give each child a smiling face and a frowning face. Let them show the face which best describes their feeling at the time.

EVALUATION

Each teacher using activities from this guide, a commercial source, or utilizing original self-awareness activities will want to know if the activities are successful--if they are helping the children learn. This section attempts to provide some assistance to teachers in this process of evaluation.

Since the activities will be used at different levels and in different ways the procedure for evaluation was not constructed for each activity. It is hoped that teachers will consider their purposes for introducing the activity and then choose appropriate evaluation techniques which will permit quantitative, qualitive or even subjective "measurement" of the planned objectives.

Generally, teachers should provide many opportunities for children to display what they can do. Students can display understandings through oral or written reports, through pictures or even through creative dramatics or role playing.

Various forms of pupil self-evaluation can be used. Also, anecdotal records, attitude inventories and pupil written journals can be helpful in evaluating whether learning has taken place.

When evaluating a specific activity the teacher should consider the questions within each of the following categories:

ACCESSIBILITY

What materials are available for students?
How much time is available?
How much space is available?
Is there opportunity for exploration, study, and practice?
Are the experinces provided for the students real or imaginery?
[illegible] additional resources are available?
[illegible] other people are involved? How many?

[illegible]

[illegible]ance is expected of the children?
[illegible]hildren expected to do?
[illegible]he task?
[illegible]jective differ from the individual objective?

[illegible]

[illegible]onsider the interests of the children?
[illegible]enerate new ideas?
[illegible] practical application?

MATERIALS AVAILABLE AT THE AUDIO-VISUAL CENTER
BRISTOL EASTERN HIGH SCHOOL

The following materials which deal with self-awareness and feelings may all be obtained at the Audio-Visual Dept. Please contact Mr. Henry Fitzgerald, A/V Director if you have any questions in regard to the material.

FILMSTRIPS

Guidance Stories-P&I
- Sharing With Others
- Playing Fair
- Sticking To Your Job
- Taking Care of Things
- One Kind of Bravery
- New Friends-Old Friends

FILMSTRIPS & RECORDS

Set 5 Beginning to Read-P
- Nobody Listens to Andrew
- Something New at the Zoo
- Boy Who Could Not Say His Name
- One Day, Everything Went Wrong

Just So Stories-P&I
Sight and Sound Discovery Trip-P

RECORDS

Creative Rhythyms For Children P&I
Just So Stories-P&I
Poems of Rudyard Kipling-P&I
Mother Goose Songs P&I
The Cat That Walked By Herself
- Readings by Boris Karloff-P&I

The Reluctant Dragon
- Readings by Boris Karloff-P&I

SOUND FILMS

[illegible]ch-P&I
[illegible]P&I
[illegible]P&I
[illegible]I
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Rolling Rice Ball-P&I
The Lion and The Mouse-P&I
Sheep, Sheep, Sheep-P&I
Poetry to Grow On-P&I
Poetry For Me-P&I
Let's Write a Story-P&I
Rise & Fall of the Great Lakes-I
River Must Live-I
Wild Highlands-I

FOR TEACHERS

1. Limbacher, Walter J., PH.D., I'm not alone, (Teacher's Edition), George A. Pflaum, 38 West Fifth St. Dayton, Ohio 45402, 1970
   This is an excellent resource geared specifically to the 4, 5, 6, grade level.
2. Driscoll, Mary, Who Am I?, (Teacher's Resource Guide), William H. Sadlier, Inc. N.Y. 1970
   An excellent resource for activities, including songs and music in the self-awareness area, Many activities for special days such as Halloween.
3. U.S. Department of Health, Education and Welfare, Career Education, U.S. Government Printing Office, Washington, 1971 (Supt. of Doc. Cat #HE5.280:80075)
   This pamphlet contains an understanding outline of the Career Education concept and includes a key to Occupational Clusters.
4. Cunha, Joseph E., Karamore, Darryl, et. al., Career Development: A California model for Career Guidance Curriculum K-Adult, California Personnel and Guidance Association, Fullerton, California 1972
   A useful publication for those teachers who would like to see actual examples of career awareness objectives.
5. Wenick, Walter, Teaching for Career Development in the Elementary School, Chapter 5: "Developing the Art of Teaching in Career Education", Charles A. Jones Publishing Co., Worthington, Ohio 1973
   Teachers will find the above chapter particularly useful.
6. Board of Education, Bristol, Conn., Drug Education Curriculum, 1973 This guide contains references to many existing Bristol resources which are directly applicable to the self-awareness phase of career education. This guide should be available in each school in Bristol.
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A Career Awareness Guide by: Mary Johns
Joanne Platt
Rosemarie Witkewicz

Edgewood Kindergarteners Look at Themselves and Others was written as a Career Awareness guide to be used in the Edgewood kindergartens. We designed this guide to meet the needs of the children at our school. A number of our children come from upper middle class homes. We also have a large percentage of children that come from economically or culturally deprived areas and many with unstable family backgrounds. This contributes to their negative attitude towards school and community services. As stated in our goals, we hope to improve their attitudes towards their environment.

All of the teaching aids in this guide are available at Edgewood School.

This is by no means a complete guide. Expansion upon certain areas or occupations will depend on the interests of the individual class and the teacher.

The pages were designed to be a source of activities to be used when working through each unit. Again, it is to be an on going reference with certain activities expanded upon or deleted as the teacher discovers her classes need.

The evaluation procedures to be used at this level is to judge the level of awareness of the children through pre and post discussions of the subject area covered.

Dear Parents,

During this school year we will be exploring the field of Career Education. At our level our main interest lies in the area of self-awareness. Our main theme is Edgewood Kindergarteners Look At Themselves And Others. We plan to include in our program a look at the self, the family unit, the school environment, and the community services.

In order to make this more relevant to the children we would like to encourage parental participation. If you would be willing to volunteer your time please fill in and return the enclosed questionaire. We would like to cover the jobs performed within the home such as cooking, sewing, home maintenance, etc. Parents occupations would certainly prove interesting to the children. Also, outside interests such as painting, judo, dancing, etc. would have great appeal to the children.

We look forward to recieving your answer and will call on you at various times throughout the year.

Thank you,

NAME _____

ADDRESS _____

TELEPHONE _____

OCCUPATION OF MOTHER _____

OCCUPATION OF FATHER _____

HOBBIES _____

_____

OUTSIDE INTERESTS _____

_____

ANY OTHER INFORMATION YOU MIGHT LIKE TO SHARE WITH US.

_____

_____

_____

EDGEWOOD KINDERGARTENERS LOOK AT THEMSELVES AND OTHERS

GOALS

I. The Self: To develop a more positive self-concept and a greater understanding of self.

II. The Family: To develop an awareness of the family unit, the co-operation necessary among its members, and the jobs that must be carried out within the home.

III. The School: To develop an awareness of the child's role in the school community, and to develop an awareness of the interdependence and importance of each individual school worker.

IV. The Community Helpers: To develop an awareness of the community helpers who have the most direct effect on the child.

SELF AWARENESS

Specific Objectives

By the end of the kindergarten year it is hoped that each child will:

1. Be aware of his/her body parts.
2. be aware of likenesses and differences within all people.
3. be aware of his/her emotions.
4. be aware of the emotions of others.
5. realize that he is responsible for his/her behavior.
6. learn to function effectively in a group situation.
7. be able to cope with decisions, choices, changes, and their outcomes.
8. demonstrate acceptable health habits and personal appearance.

THE SELF

Content Outline

I. The Physical Self

A. Specific body parts

B. What makes us the same, what makes us different.

II. The Emotional Self

A. Feelings of self

B. Feelings of others

C. Acceptance of self

D. Acceptance of others

III. The Behavioral Self

A. Independence

B. Interdependence

C. Choices, changes, and consequences

SELF AWARENESS ACTIVITIES

1. Peabody Language Development Program
2. Fingerprinting with an ink pad to show likenesses and differences
3. Hap Palmer records
4. Make an "All About Me" book to be continued all year Include photographs, hand drawn pictures, magazine pictures, poems, favorite activities etc.
5. Use of fingerplays
6. DUSO
7. Use a full-length mirror to encourage not vanity, but a natural curiosity-discover how smiles, frowns, glares, and even tears look
8. Physical Attribute Book- to be a yearly dialogue: height and weight changes, loss of teeth etc..
9. Have a child make a puppet of himself to act out how he thinks and feels
10. Trace each child on a large paper- have him color or paint his own identity
11. Hand and foot casting or tracing
12. Use of songs
13. Role-playing
14. Make masks/or puppets to portray feelings
15. Have talent show
16. Play games, have snack time to encourage cooperation and sharing
17. Experience charts
18. Discuss personal hygeine: care of clothing, clothes and weather, things we do daily, care of property and need for balanced meals. Use of mirrors again for brushing teeth, combing hair, etc.
19. Situational experiences make the kind of face you have when your ice cream cone drops
20. Make faces on paper plates-child can hold up proper emotional facial expressions for given situations: surprised, happy, sad, angry etc...
21. cut out magazine pictures to show various expressions
22. pantomime feelings and have children guess what they are

(self awareness activities cont.)

23. Filmstrips

24. Body part puzzles

25. Birthday chart to record each child's birthday

26. Games: Hokey Pokey, Simon Says, etc..

27. Ditto - Illustrate body parts and have children cut out and paste together

28. Silouhettes - trace each child using the light from a projector

GOOD READING FOR SELF AWARENESS UNIT

Aliki My Hands.

Alrsh, Roz Open Your Eyes.

Asherson, Sara How to Find A Friend.

Beim, Lorraine Two Is A Team.

Burn, Doris Andrew Henry's Meadow.

Becker, May Lamberton Mother Goose.

Cohen, Miriam Will I Have A Friend.

Francoise, Thank You Book.

Guilfoile, Elizabeth Nobody Listens To Andrew.

Hitte, Kathryn Boy Was I Mad.

Hille, Brandts Lene If I Were.

Kramon, Florence Nobody Looks At Eugene.

Leaf, Munro Manners Can Be Fun.

Lesieg, Theodore I Wish That I Had Duck Feet.

Mamling, Carl What's In The Dark.

Perkins, Al The Nose Book.

Showers, Paul Find Out By Touching.

Tazwell, Charles The Littlest Snowman.

Zion, Jean Harry The Dirty Dog.

Johnston, Johanna Supposing.

Suss, Dr. The Foot Book.

Perkins, Al The Eye Book.

THE FAMILY

SPECIFIC OBJECTIVES

By the end of the unit it is hoped that each child will be able to:

1. identify family members

2. identify the jobs within the home and realize that jobs must be completed through family co-operation. (Jobs are not to be role assigned.)

3. understand why family members work outside the home.

4. understand that every job has dignity.

THE FAMILY

Content Outline

I. The Family Members

A. Child

B. Parents

C. Siblings

D. Relatives

II. Jobs Within The Home

A. Child care

B. Cooking

C. Cleaning

D. Maintainance

III. Jobs Outside The Home

A. Child - school

B. Parents - work

C. Volunteer activities

FAMILY UNIT ACTIVITIES

1. General discussion of the family unit: how family members help each other by working in or out of the home.

2. Add family members to "All About Me" book.

3. Have parents in to discuss their jobs and hobbies.

4. Have doll corner with doll house, miniature appliances and household equipment.

5. Use dolls to represent family members.

6. Use filmstrips to show jobs of various family members.

7. Do role playing with the aid of puppets.

8. Make a mural showing members of the family at work.

9. In the classroom do activities such as cooking, sewing, ironing, cleaning, etc..

10. Make family member mobiles.

11. Have children bring in magazine pictures showing different workers- good idea for bulletin board.

12. Discuss the dignity that all jobs have.

13. Have child draw a picture or tell a story about some job that he was taught by his parents; then have him point out some good habit he learned from it.

14. Have the children play sharades with various occupations.

15. Teacher and child may work together to develop an experience chart or story on the subject of work, (child's role as a member of the family).

(family unit activities; cont.)

16. Discuss jobs that the children can do at home such as: baby sit, wash dishes, run errands, shine shoes, mow lawn, take out trash, straighten the house, wash cars, water plants, take care of pets etc..

17. Make a job chart depicting what each child has done.

18. Bring in and discuss the tools parents use in their job.

19. Show the children how to do basic jobs such as setting and clearing the table, washing dishes, etc.

20. Have parents come in and demonstrate their work.

21. Visit some parents in their place of work.

22. Visit home of a child and have parent demonstrate some job in its natural setting.

23. For holiday gifts, child makes a flower with each petal representing a job he will perform - as petal is picked, job is carried out.

GOOD READING FOR FAMILY UNIT

Beim, Jerold Kid Brother.

Bloomquist, David Daddy Is home.

Brown, Myra B. Company's Coming For Dinner.

Burton, Virginia Lee The Little House.

Eastman, P.D. Are You My Mother.

Reed, Betty Jane More Mom For Tom.

Regniers, Beatrice Scheak de May I Bring A Friend.

Schwartz, Elizabeth When Animals Are Babies.

Zolotov, Charlotte Big Brother & Little Sister.

THE SCHOOL COMMUNITY

Specific Objectives

By the end of this unit it is hoped that each child will be able to:

1. understand his/her role in school
2. understand the role of school employees
3. realize the interdependence of the school employees
4. realize that the co-operation of workers is necessary for jobs to be completed effectively and efficiently

School Unit Activities

1. Discuss child's role in school (child is actually at his job).
2. Discuss the job of the teacher.
3. Role play teacher
4. Discuss custodians job.
5. Tour school with the custodian, his work room, boiler room, etc.'
6. Help custodian with some of his jobs; putting flag up, sweeping, preparing all purpose room for lunch.
7. Discuss secretaries job.
8. Interview the secretary.
9. Let the children actually help run some of the machines: ditto machine, typewriter, etc..
10. Discuss principal's job.
11. Interview principal.
12. Let principal demonstrate intercom and bell system.
13. Have principal come to the classroom to work with the children: play game or read a story.
14. Discuss the health aid's job.
15. Visit health room and have aid discuss her duties with the children
16. Have health aid teach a lesson on good health habits.
17. Discuss the role of the Dental Hygenist.
18. Let the Dental hygenist teach a lesson on care of teeth.
19. Discuss speech teachers duties.
20. Speech teacher can conduct a language lesson.
21. Have reading consultant visit class and tell about her duties.
22. Physical Education teacher may visit and conduct a lesson.
23. Art teacher can visit class, explain his role, and conduct a lesson
24. Music teacher can also visit, tell about her job and conduct a lesson.
25. Visit librarian and let her explain her duties, care of books, how to borrow, and then read a story.
26. Dietician may come to classroom and explain what she does for our school and tell about the duties of the cooks.
27. Visit Kitchen - let the children share in the preparation of cookies.
28. Make children aware that there is a cashier and that lunch must be paid for.
29. Discuss the role of student help in the cafeteria.
30. Have bus driver visit classroom and discuss his job and safety on the school bus
31. Inspect bus.
32. Show a tape and slide presentation of all the workers in our school.

GOOD READING FOR SCHOOL UNIT

Barr, Jane GOOD MORNING TEACHER.

Barr, Jane MISS TERRY AT THE LIBRARY.

Beim, Jerold ANDY AND THE SCHOOL BUS.

Beim, Jerold COUNTRY STORE.

Beim, Jerold THE SMALLEST BOY IN THE CLASS.

Greene, Carla I WANT TO BE A STOREKEEPER.

Greene, Carla I WANT TO BE A TEACHER.

COMMUNITY HELPERS

SPECIFIC OBJECTIVES

By the end of this unit it is hoped that each child will be able to:

1. identify the community service workers who effect his immediate environment.

2. discuss how the work of each community helper affects the individual child.

3. comprehend what his life would be like without the aid of each community service worker.

THE COMMUNITY HELPERS

Content Outline

I. Mail Service

II. Law Enforcement

III. Fire Department

IV. Health Service

- A. Doctor
- B. Nurse
- C. Dentist
- D. Druggist

V. Public Works Department

VI. Store Workers

- A. Manager
- B. Clerk

VII. Service Station

- A. Gas
- B. Repairs

COMMUNITY HELPERS UNIT ACTIVITIES

1. Discussion - What would you do to keep your school and community clean?
2. Clean up school grounds.
3. As a continuation of above discussion, lead children into the concept that there are people who are paid to keep the community clean and safe.

PUBLIC WORKS

4. Discussion- What would happen if the trash collector didn't collect?
5. Interview the trash collector when he picks up school refuge.
6. Discussion- What would happen if knowone took care of the roads?
7. Invite members of the Highway Dept. to school to demonstrate their equipment.
8. Help the school grounds crew with weeding.

LAW ENFORCEMENT

9. Visit the Police Dept. or invite an officer to school.
10. Name places where you have seen a police officer at work.
11. Role playing.
12. Make policeman's bats.
13. Have police ambulance come to school.

FIRE PROTECTION

14. Make fire hats.
15. Role playing.
16. Visit fire house.
17. Illustrate visit.

MAIL SERVICE

18. Make pictures and write a group letter to someone that has visited us and mail.
19. Visit post office to mail their letter and find out what will happen to it.

HEALTH SERVICES

20. Invite the following people to come into the classroom to discuss their jobs and responsibilities: nurse, doctor, dentist, druggist, etc.
21. Make sure all people who came into the classroom or conducted some sort of visit are sent thank you notes.